

# WANNEROO PRIMARY SCHOOL ANNUAL REPORT 2017





Dear Parents, Caregivers and Community Members

Wanneroo Primary School is pleased to present the 2017 Annual Report. The Annual Report provides parents and members of the wider community with information about Wanneroo Primary School, its learning programs and the performance of our students throughout the school year. The report highlights our school's strengths and achievements, and also identifies areas for improvement. It also contains additional information as required to meet Federal Reporting Requirements.

I encourage all parents to make time to read this report to gain an overall perspective of the educational programs and outcomes achieved during 2017.

Kind regards,  
Terri Reid Principal

## HIGHLIGHTS

There were many highlights for 2017 but significant ones for our school were:

1. The introduction of a '**DAWN ANZAC SERVICE**'!
2. The extension of the **INDONESIAN** language program from Years 3-6 into Years 1-2;
3. Our first full year with **RISE (Respect, Integrity, Safety, Engagement)** – including faction reward tokens that led to faction discos, sausage sizzles, free play and of course..... **WANNEROO WATERWORLD!**
4. The introduction of '**MINDFUL MINUTES**' each day in each classroom.
5. The introduction of '**NATURE PLAY**' around the school;
6. Incursions that included 'Professor Maths', Basic 'First Aid' lessons for all year levels and a Book Fair.
7. The continued expansion of before and after school **GROWTH GROUPS** offered to all students – Choir, Skipping, Board Games, Lego, Robotics, Jump Jam, Basketball, Running, Rainbows and Breakfast Club;
8. The third year of **CANBERRA CAMP** for Year 6 students – now being an established tradition in the school.
9. **BUDDY BENCHES** and **YOU CAN SIT WITH ME** bands were introduced across the school.
10. **SUNNY'S SNACK SHACK** – our school canteen – opened!
11. The continued expansion and growth of the school's **STRIVE** reading program with 3 students achieving the 3 million word club! and
12. The ongoing installation of **INTERACTIVE LCD SCREENS** into all classrooms.

### WANNEROO PRIMARY SCHOOL – OUR VISION

The Wanneroo Primary School community will be highly regarded for its strong partnerships creating an inclusive learning environment where students are supported to achieve and successes are celebrated.



# DAWN ANZAC SERVICE – ‘LEST WE FORGET’



# NATURE PLAY COMES TO WPS!



## SCHOOL SELF REVIEW

- As an Independent Public School WPS is expected to meet agreed commitments as outlined in its:
  1. Delivery & Performance Agreement (DPA) – a document negotiated between the school and the Director General of Education in Western Australia at the start of each three year cycle as an IPS; and in its
  2. School Business Plan – a document drawn up to provide strategic direction for the school in addressing the DPA over the three years.
- 2017 was the beginning of the Wanneroo Primary 2017 – 2019 School Business Plan and DPA.
- There are six responsibilities listed under ‘Roles & Responsibilities’ in the school’s DPA. The table below displays how we have aligned these responsibilities **with the five key areas of the 2017 -19 Wanneroo PS Business Plan:**

<u>2017 – 2019 Business Plan Focus Areas</u>		<u>Delivery Performance Agreement Roles &amp; Responsibilities</u>
<b><u>FOCUS AREA 1:</u></b>	<b>SUCCESS FOR ALL STUDENTS</b>	<b><u>Responsibility 5:</u> Student Performance Monitoring</b>
Aim: To prepare students for living and working in the 21 <sup>st</sup> century incorporating rigorous, relevant and innovative instruction to ensure high levels of student achievement and a fostering of an enthusiasm for learning.		
<b><u>FOCUS AREA 2:</u></b>	<b>HIGH QUALITY TEACHING</b>	<b><u>Responsibility 3:</u> Teaching &amp; Learning Programs</b>
Aim: The staff has a shared understanding of the school vision and goals to implement whole school teaching and learning programs collaboratively and to ensure a consistent approach with a strong focus on sound teaching.		
<b><u>FOCUS AREA 3:</u></b>	<b>EFFECTIVE LEADERSHIP</b>	<b><u>Responsibility 2:</u> Business Plan <u>Responsibility 6:</u> Compliance with System Requirements</b>
Aim: Leadership across the school community is fundamental to sustained school improvement. The school is perceived as a leader of innovative school practice.		
<b><u>FOCUS AREA 4</u></b>	<b>BUILDING COMMUNITY</b>	<b><u>Responsibility 1:</u> School Board</b>
Aim: Positive partnerships are created through ongoing communication leading to meaningful engagement with students, staff and parents which extends to the development of partnerships with other schools, universities and local businesses.		
<b><u>FOCUS AREA 5</u></b>	<b>A CONTEMPORARY LEARNING &amp; WORKING ENVIRONMENT THAT IS SAFE AND SUPPORTIVE</b>	<b><u>Responsibility 4:</u> Resourcing &amp; Support</b>
Aim: A safe and orderly learning environment is provided in which students are welcomed and included, catering for their individual needs with the nurturing and caring support of peers, staff and the local community.		



## SUMMARY OF THE SCHOOL'S IMPLEMENTATION OF THE BUSINESS PLAN 2017 – 2019

### Business Plan Focus Area 1:

### SUCCESS FOR ALL STUDENTS

Delivery & Performance Agreement:

Responsibility 2: Student Performance

A cycle of assessment, planning and evaluation at a school, phase, class and individual level using system data and teacher judgement is used to set targets and plan for improvement across the school. Below you will find feedback against five of the ten whole school targets set in our Business Plan. The first three targets relate to NAPLAN results.

Every year a significant population of primary and secondary students participates in the mandatory National Assessment Program - Literacy and Numeracy (NAPLAN). These tests allow data comparison with other students throughout the state and across Australia. For Wanneroo Primary School, the ongoing student cohort completing NAPLAN are the Year 3 and Year 5 groups. NAPLAN assesses each student in the following areas:

- Numeracy;
- Reading;
- Writing;
- Spelling; and
- Grammar and Punctuation.

Below you will find data collected from NAPLAN for Wanneroo PS and compared to schools across Australia with a similar ICSEA (Index of Community Socio-Educational Advantage). Wanneroo PS has an ICSEA of 992.

#### TARGET 1

Student Performance to be 'equal to' or 'above' like schools nationally in all aspects of NAPLAN testing.

SUBJECT	YEAR 3			YEAR 5			Result
	WPS	Like Schools	Variance	WPS	Like Schools	Variance	
Numeracy	378	394	- 16	487	484	+3	Yr 3 – NOT Achieved. Yr 5 – Achieved.
Reading	390	415	- 25	513	494	+19	Yr 3 – NOT Achieved. Yr 5 – Achieved.
Writing	375	402	-27	470	465	+5	Yr 3 – NOT Achieved. Yr 5 – Achieved.
Spelling	366	405	-39	478	491	-13	Yr 3 – NOT Achieved. Yr 5 – NOT Achieved.
Grammar & Punctuation	395	422	-27	494	487	+7	Yr 3 – NOT Achieved. Yr 5 – Achieved.

#### REFLECTION

Year 5 results across all areas except spelling achieved the set target. Great news! However, the Year 3 results were disappointing with the school achieving below like schools across all areas tested in NAPLAN. Close examination of the data revealed the following:

- Phonetic knowledge is not strong, and this is reflected in the lower spelling and writing results.

Many recommendations have been made from our review but a key one to note is that in 2018 the school will commit to a structured synthetic phonics program (Jolly Phonics) from PP-Yr 3 and the Talk4Write writing program from K-6 in an endeavour to lift results in these areas.

A positive point of note is that reading resiliency has really improved. 3 students in Year 3 did not complete the reading test in 2017 compared to 25 in 2013. We attribute this to our whole school STRIVE reading program.

## TARGET 2

The level of growth between Years 3 & 5 to be consistently 'equal to' or 'above' like schools nationally in all aspects of NAPLAN testing.

SUBJECT	YEAR 3-5 WANNEROO PS			YEAR 3 – 5 LIKE SCHOOLS			Result
	2015	2017	Variance	2015	2017	Variance	
Numeracy	374	487	+ 113	381	484	+ 103	Achieved.
Reading	399	513	+ 114	406	494	+ 88	Achieved.
Writing	376	470	+ 94	401	465	+ 64	Achieved.
Spelling	370	478	+ 92	397	491	+ 94	Achieved.
Grammar & Punctuation	410	494	+ 84	414	487	+ 73	Achieved.

This table demonstrates the growth in learning made by the same cohort of students from Year 3 to Year 5. It is pleasing to note that for the past two years the school has achieved this target, consistently performing above like schools and received a Letter of Commendation in both 2016 and 2017 for our achievements in this area.

## TARGET 4

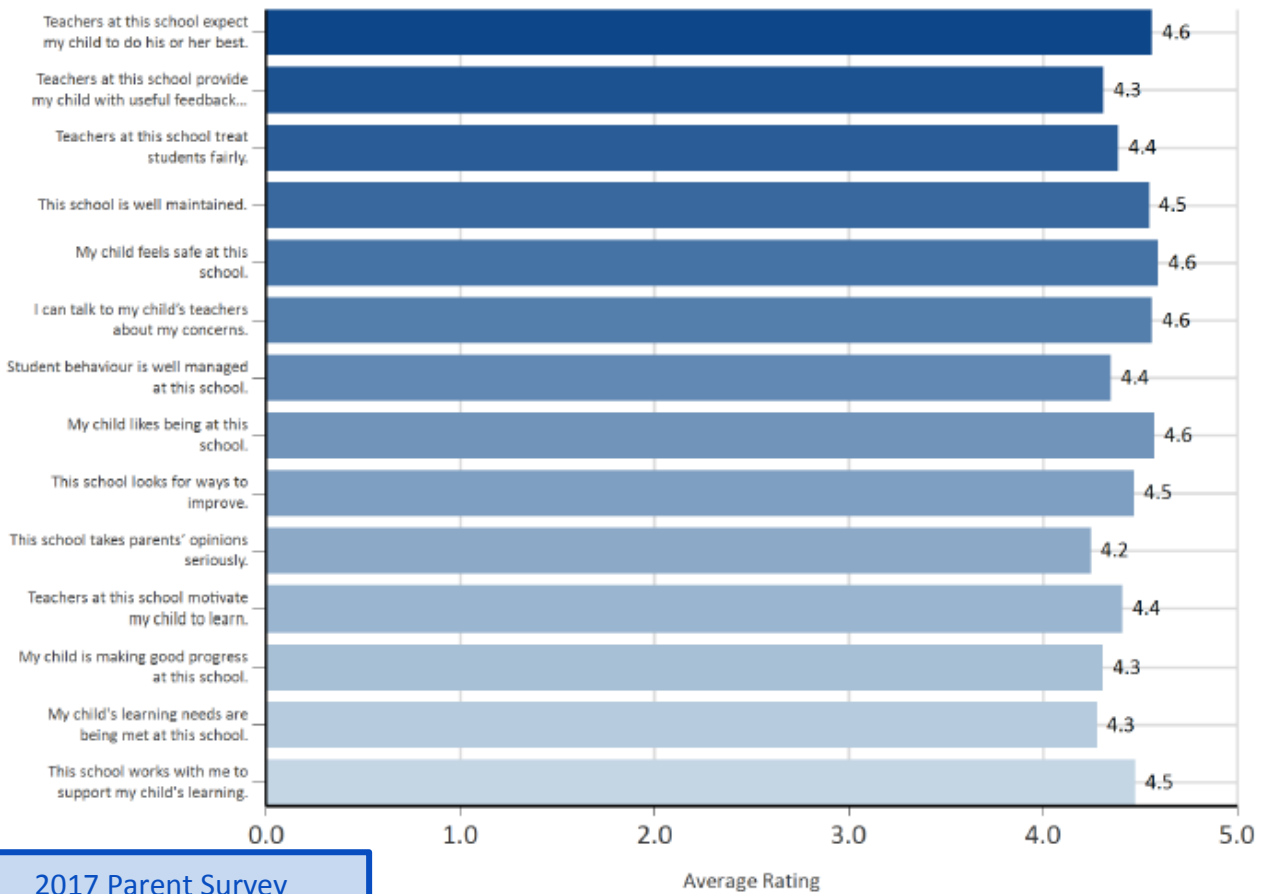
The percentage of students in Years 3 & 5 represented in the highest two Bands of achievement to be 'equal to' or 'above like schools' nationally in all aspects of NAPLAN testing

SUBJECT	YEAR 3			YEAR 5		
	WPS	Like Schools		WPS	Like Schools	
Numeracy	28%	29%	Close!	25%	22%	Achieved
Reading	37%	41%	Not Achieved	39%	29%	Achieved.
Writing	19%	39%	Not Achieved	11%	11%	Achieved.
Spelling	24%	40%	Not Achieved	20%	26%	Not Achieved.
Grammar & Punctuation	41%	52%	Not Achieved	32%	26%	Achieved.



## TARGET 10

Student/Staff and Parent satisfaction ratings from the National Schools Online Satisfaction Surveys administered every 2 years to be at a rating of 4.0 or higher on a scale of 0-5.



1 Strongly Disagree      2 Disagree      3 Neither Agree/Disagree      4 Agree      5 Strongly Agree

## TARGET 11

The rate of attendance for Indigenous and Non-Indigenous students is equal to or above statistically similar schools.

	Non-Indigenous			Indigenous			Overall		
	WPS	Like Schools		WPS	Like Schools		WPS	Like Schools	
2017	94.0%	93.3%	<b>Achieved</b>	82.4%	87.0%	<b>NOT Achieved</b>	93.4%	92.8%	<b>Achieved</b>

The 2017 attendance data shows that we maintain an above 90% attendance rate across all year levels and are above the Like Schools percentage from Pre-Primary to Year 6. The school and community continue to make good use of SMS to advise of any absences. There are follow up processes in place to those students whose attendance falls below 90 percent. Contact with families includes phone calls, letters, parent interviews and home visits. Some families continue to take holidays during the school term and these absences are reflected in the data, and noted on the attendance information on student reports. In accordance with the direction of the Director General, parents contact the principal advising the school of an absence involving a vacation. Whilst WPS statistics for Indigenous students is down compared to Like Schools this is attributed to one family who enrolled and then went north for a lengthy period of time to attend several family funerals.

## Business Plan Focus Area 2:

## HIGH QUALITY TEACHING

Delivery & Performance Agreement:

Responsibility 4: Program Delivery

### What We Have Achieved

#### Implementation of the Australian Curriculum (AC)

- The AC is implemented in all mandated areas. The WA School's Curriculum Standards Authority and Kindergarten Guidelines are used in all other learning areas. The National Quality Standard (NQS) has now been adopted as a reflective tool for K-2.
- All staff professional learning has a brief to build capacity of staff to implement the AC.
- Support staff have been appointed with a brief to ensure whole school plans aligned with the AC are implemented consistently across the school.

#### Whole School Approach

- Whole school planning has been implemented for English, Mathematics, Science, HASS, the National Quality Standard, Aboriginal Education, Gifted and Talented (SPARKLES), ICT, EAL, Music, Indonesian and Physical Education.
- An embedded culture of collaborative planning is now at school, phase and year level. Common DOTT time is provided weekly for year level planning. Staff also meet in phases twice a term – these are called IGNITE Meetings.

#### Curriculum Delivery and Assessment - ICT

- Interactive whiteboards or LCD Plasmas are in every room, including specialist areas. Laptops (120) Ipads (80) are used extensively as part of the learning program.
- School resources (SFSA) are provided to ensure there is a technician available 2 half days a week to provide technical support.
- Robotics classes are offered to all students as a GROWTH group before school throughout the year and as part of the 1-6 SPARKLES extension program.
- Staff members with well-developed skills have been recruited to support their colleagues, resulting in a growth in confidence and staff volunteering for and being accepted into the 2016-17 NAPLAN Online Trial Program. I-clubs are run after school by staff for staff.
- Staff use the DoE Connect site to access approved digital teaching resources & to collaborate & communicate with colleagues at WPS.
- Differentiated approaches to curriculum delivery are implemented in all classrooms to cater for students with different learning needs, for enrichment and for those at academic, social, emotional and physical risk.
- Students at risk (high and low) are targeted in the operational plan. It is expected the learning will be differentiated for the identified students, with an IEP for students who are below the National Standard.
- Teachers implement research based practices such as: Cooperative Learning; Instructional Concepts, Strategies, Tactics & Skills; GRM; Explicit Teaching and Critical & Creative Thinking to assist in differentiation of the curriculum.
- System assessment tools are used effectively by staff to inform planning for differentiation.
- Intensive support is provided for special needs students in a low stimulus area including life skills & relationships.
- Enrichment is provided for identified Yr 1-6 students through the SPARKLES program.

#### Curriculum Delivery and Assessment - Literacy & Numeracy

- Increased the expectations and outcomes of students in Literacy and Numeracy in the early years – chn moving upwards from the KAT to PAT Testing.
- Implemented Guided Reading and Words Their Way as key whole school strategies.
- Introduced the STRIVE Home Reading Program for all students across the school.
- Introduced the Fitzroy Readers Home Reading Program from P-6 for at risk students.
- Purchased contemporary literacy and numeracy resources to support the teaching of English and Mathematics.
- Purchased cross curricula resources linked to Science and History.
- Released staff to develop year level planning documents for a consistent approach to the implementation of the AC in English and Mathematics across K-6.

#### Accountability

- The performance management process is directly linked to the Business Plan and Operational Plan. All teaching and non-teaching staff are expected to self-reflect against the targets in the Business Plan and the teaching staff self-reflect against the AITSL Professional Standards for Teachers.



**Business Plan Focus Area 3:****EFFECTIVE LEADERSHIP**

Delivery &amp; Performance Agreement:

Responsibility 3: Resourcing and Support

Responsibility 5: Compliance

Responsibility 6: System Requirements

**What We Have Achieved****Resourcing Schedule – One Line Budget**

- The school manages the OLB resource to ensure a carryover of funding to build up school reserve accounts. Reserve accounts are now in a very healthy position, and will enable the school to do some major works to address identified needs.
- The OLB has enabled the school to employ additional EAs to support students at risk with their learning programs.
- The OLB has enabled the school to employ a Teaching & Learning Coach to support teachers with the implementation of the AC and with lesson delivery.
- Flexibility through the OLB has also enabled the school to employ an IT technician to support staff in their integration of IT into teaching and learning programs.

**Finance Committee**

A Finance Committee oversees all decision-making relating to expenditure of the schools funding and allocation of the school's resources to ensure student performance is maximized.

**Workforce Management**

- Staff capacity is continuously focused towards excellence in teaching through provision of, and engagement in, quality and relevant professional learning opportunities.
- All teaching staff work within the new 'Professional Standards for Teachers in Western Australia', which are based on the National Professional Standards for Teachers, approved by the MCEECDYA in February 2011, to inform the development of professional learning goals from self reflection and self assessment.
- Five teachers have been identified as Level 3 aspirants and will be supported over the next 2 years to submit applications.

**Workforce Management – Where to Next?**

- Increase the number of male staff through recruitment.
- Develop the capacity of identified staff to successfully gain Level 3 teacher status.
- Plan for leadership succession by continuing to expand distributed leadership.

**STAFFING INFORMATION**

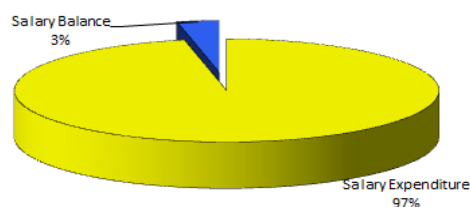
	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Total Administration Staff	3	3.0	0
<b>Teaching Staff</b>			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	30	21.3	0
Total Teaching Staff	31	22.3	0
<b>School Support Staff</b>			
Clerical / Administrative	6	2.6	0
Gardening / Maintenance	1	0.7	0
Instructional	1	0.4	1
Other Non-Teaching Staff	14	9.9	1
Total School Support Staff	22	13.6	2
<b>Total</b>	<b>56</b>	<b>38.5</b>	<b>2</b>

## 2017 SCHOOL FINANCES

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	819,654	1,806
State / territory government recurring funding	4,870,185	10,732
Fees, charges and parent contributions	83,312	184
Other private sources	77,025	170
<b>Total gross income</b>	<b>5,850,177</b>	<b>12,892</b>
Less deductions	0	0
<b>Total net recurrent income</b>	<b>5,850,177</b>	<b>12,892</b>

Capital expenditure	\$ Total	\$ Accumulated 2014-2016
Australian government capital expenditure	0	0
State / territory government capital expenditure	126,336	241,345
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	0
<b>Total capital expenditure</b>	<b>126,336</b>	<b>241,345</b>

### 2017 Expenditure



The Western Australian Department of Education requires schools to expend 97% of the budget allocated for the year in the year that the students attracted the funding. For 2017 Wanneroo PS achieved that target.

The school's financial, human and physical resource management has been audited by the Audit and Risk Management Branch of the Department of Education. The school has maintained excellent processes for accurate management. Information regarding the schools finances is tabled at each School Board meeting and managed through the Finance Committee.



## Business Plan Focus Area 4:

## BUILDING COMMUNITY

Delivery & Performance Agreement:

Responsibility 8: School Board

Our **School Board** has wide ranging powers, governance and accountability. The Board is made up of 5 parents, 1 community member, 4 teachers and the Principal. The main role of the Board was to:

- Endorse and review components of the new Wanneroo Business Plan 2017-2019.
- Review the school's data collection, reflection and analysis.
- Approve Contributions and Charges.
- Approve the yearly and monthly One-Line Budget.
- Approve and/or endorse particular school policy changes, eg; Uniform Policy, personal requirements.

Our **P&C** is a great asset to our school for providing a professional and social forum for parents and for assisting the school to purchase resources and equipment that might otherwise not be possible. P&C activities included:

Canteen facility for families.

- Welcome morning tea.
- Mother's and Father's Day stalls
- Movie Nights.
- Easter Raffle.
- Faction Carnival Cake Stall.
- Lapathon
- The sale of Entertainment Books
- P&C funded school projects: Book Awards, Year 6 Graduation, Sport and Music equipment, playground improvements.

**Parents as Partners** encourages and supports greater parent involvement with the school such as:

- Assisting teachers with listening to children read, changing books, excursions.
- Assisting the P&C with activities such as Mother's and Father's Day stalls, Easter Raffle, morning tea stalls at athletics carnivals, sausage sizzles, etc.
- Involved with special class activities, eg, cooking, craft, maths, science, excursions.
- Assisting at excursions, incursions.





## Business Plan Focus Area 5:

## A CONTEMPORARY LEARNING & WORKING ENVIRONMENT THAT IS SAFE AND SUPPORTIVE

Delivery & Performance Agreement:

Responsibility 1: A Safe and Caring Learning Environment

### What We Have Achieved

#### Behaviour Management

- All staff trained in the Positive Behaviours Program.
- Positive Behaviour Matrixes (to RISE) for students, staff and parents are embedded.
- RISE for Excellence (**R**espect, **I**ntegrity, **S**afety, **E**ngagement) embedded in the school.
- Comprehensive and regular analysis of playground behaviour is provided to staff and Well Being Committee for targeted improvement of behaviour in the playground.
- Frequent access to external agencies including to better support students.
- Consistent approach with high expectations of classroom and playground behaviour, including strong consequences for misbehaviour for relief and specialist teachers, which has been an identified area of concern in the past.
- IBP's implemented for students at risk in consultation with the At Risk coordinators, Admin and when required external agencies.
- Allocation of EAs to students with extreme behaviour issues and in at risk areas.
- Implementation of Growth Groups for students before, during and after school, creating a positive approach to schooling.

#### Pastoral Care

- A chaplain is appointed by the school and is accessed by students, staff and parents.
- The Rainbows program has been implemented over a number of years.
- A Breakfast Club operates twice a week for students at risk. (Foodbank)
- The AIEO has built excellent relationships with Indigenous Students and their families.

#### Well Being

- A Well Being Committee meets twice a term with representatives from both teaching and non-teaching staff.
- The school is an official Crunch and Sip school.
- GROWTH Groups operate before and after school to develop the wellbeing of students. Staff are to be commended for volunteering their own time to run these groups.

#### Positive, Caring and Respectful Relationships

- Positive, Caring and Respectful Relationships is an identified strength of Wanneroo PS which is recognised in surveys and commented on by visitors to the school. There is a well embedded ethos of care.



Relaxing after a hard day's work helping parents with the new senior nature play area!



## CONCLUSION

Wanneroo Primary school is achieving its vision of being highly regarded for its strong partnerships in creating an inclusive environment where each student is supported to develop fully as an individual and where achievement and successes are celebrated. The strategic intent of the Business Plan is being implemented by committed staff, an informed and supportive School Board and involved parents. The pursuit of academic excellence is being addressed through rigorous, relevant and innovative instruction by highly professional and caring staff. The staff has demonstrated strong links between the Business Plan, school operational planning and self-review processes in meeting the responsibilities and accountabilities of the DPA.

## A LETTER FROM THE BOARD CHAIR

What a productive year 2017 has been for Wanneroo Primary School! It is our privilege to outline for you some of the key responsibilities attended to by your School Board throughout the year.

The Wanneroo Primary School Board continually reviews academic and administrative performance data to ensure the School meets its *Business Plan* targets and that it sustains compliance with the *Delivery and Performance Agreement*.

The Board also monitors and provides support for the continuing governance, improvement, and community engagement of the school. To best enable this, the Board consists of 3 x administration staff, 4 x teaching staff, 4 x parent representatives, and 1 x community member on 3-year tenures, as well as an annually elected P&C parent representative.

In 2017 your School Board convened on eight occasions, including an Annual Open Meeting which welcomes all parents to attend and be heard.

Duties fulfilled by the Board during 2017 include:

- Recruited and welcomed a community member to the Board.
- Reviewed and endorsed the *2016 Annual School Report* for parents and the community.
- Reviewed and endorsed the *2016 Delivery and Performance Agreement*.
- Assessed *My School* data against the targets in the *2017-2019 Business Plan* and explored necessary adjustments in terms of strategic and operational planning.
- Reviewed National Assessment Program for Literacy and Numeracy (NAPLAN) results and compared with previous years to analyse ongoing school performance.
- Reviewed and amended the Terms of Reference for the Board.
- Undertook school budget training to enable further understanding and analysis of Student Centred Funding and One Line Budget data.
- Acknowledged the *Funding Agreement for Schools 2017*.
- Reviewed and endorsed the 2017 Cash and Salaries budgets.
- Monitored the use of school finances in terms of operation and planning.
- Endorsed the Kindergarten structure and teaching days for 2018.
- Reviewed and accepted the *Principal's Report* at each Board meeting.
- Reviewed and accepted the *Manager Corporate Services' Report* at each Board meeting.
- Completed updating school uniform design and policy.

- Assessed candidates and endorsed a new supplier for the school uniform, examining price, quality, supply conditions, and parent-friendly purchasing options.
- Endorsed the supplier of Personal Items List.
- Endorsed School Development Days with consideration to community and school needs.
- Endorsed the Voluntary Contribution Charges.
- Endorsed holding an Anzac Dawn Service with amended school hours.
- Reviewed and endorsed the distribution of the Positive Behaviour Matrices for Parents, Staff, and Students.
- Analysed the results of the *2017 School Satisfaction Surveys* completed by Parents.

The most significant outcome of 2017 for WPS, which we would expressly like to draw your attention to, are our NAPLAN results.

Our NAPLAN Student Gain compares the results of the 2017 Year 5 cohort with their results from Year 3 in 2015 - and they are outstanding! We strongly urge you to examine this Student Gain data on the *My School* website to see how dramatically the school has improved its performance in the last 2 years. The school received a letter of commendation for its achievements from ACARA.

As you can see, through continual analysis of performance and revision of operational strategies, the WPS Board strongly supports the School as it strives to achieve its School Vision of *“creating an inclusive learning environment where students are supported to achieve and successes are celebrated”*.

Sincerely,

Wanneroo Primary School Board

Julie Devries (School Board Chair)

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Terri Reid (Principal)

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Michelle Bloomfield (Manager Corporate Services)

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Sue Cowpe (Parent Representative)

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Katie Ellis (Parent Representative)

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Alison Grose (Parent Representative)

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Nat Coopes (P&C Parent Representative)

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Shelley Lacklison (Staff Representative)

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Lyn King (Staff Representative)

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Lianne Kenna (Staff Representative)

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Tania Short (Staff Representative)

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**From:** ACARA CEO <ACARACEO@acara.edu.au>  
**Sent:** Friday, 24 February 2017 11:28 AM  
**To:** ACARA CEO  
**Subject:** My School 2017  
**Attachments:** My School 2017 - Understanding above average gain.pdf

Dear Principal

As you know, ACARA publishes the latest data on around 10,000 Australian schools on the *My School* website each year. The 2017 update will take place on Wednesday 8 March and will include:

- 2016 NAPLAN results for schools
- 2016 school profile and population data
- 2015 school financial information, including capital expenditure and sources of funding.

Since 2013, ACARA has released information on schools that demonstrate substantially above average gain in their NAPLAN results, as students progress from Year 3 to Year 5 and from Year 7 to Year 9.

#### Identifying substantially above average gain

Identified high gain schools demonstrated substantial NAPLAN improvement in both reading and numeracy (except where noted) as follows:

1. an overall gain that exceeds the national average by more than one standard deviation unit; and
2. an overall gain higher than schools with similar ICSEA levels, by more than one standard deviation unit; and
3. an overall gain higher than that shown by students with the same NAPLAN starting score, also by more than one standard deviation unit.

In addition, to ensure diverse representation of schools within each state and territory and across ICSEA levels, some schools that do not meet these strict criteria on all three criteria, but nonetheless show gains that are significantly above average in reading and numeracy, were also identified.

All identified schools had to have matched NAPLAN results for at least 15 students and the overall percentages of matched students had to be higher than 70%.

I am pleased to advise that ACARA has identified your school as having demonstrated substantially above average gain in NAPLAN results.

On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Gains of this magnitude are significant and worthy of highlighting and acknowledgement.

ACARA will be holding stakeholder and media briefings on Monday 27 and Tuesday 28 February respectively. Education journalists from mainstream media (representing the ABC, SBS, and the national, state and territory papers of News Limited and Fairfax) are expected to attend. We will be providing journalists and stakeholders with the names of schools such as yours which have been identified as having demonstrated substantially above average gain, as well as providing journalists with embargoed access to the 2017 *My School* data.

You may be contacted by media outlets regarding your school's achievements. How and whether you choose to respond to these contacts is up to you based on your established media protocols, but please note that this information is under strict embargo until Wednesday 8 March 2017. In preparation for any media inquiries you may have, please find attached a fact sheet which further explains the methodology behind identifying these schools for your information.

Regards

Robert Randall

**Robert Randall**  
Chief Executive Officer