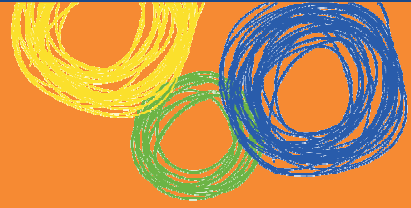


Redbank State School (0719)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Welcome to Redbank State School.

Our school has an excellent team of dedicated, caring and experienced staff who value strong working relationships with students and parents. Our aim is to provide all students with opportunities to engage in a variety of educational activities that promote the love of learning and personal achievement and to encourage students to be active citizens within their community. Redbank State School is part of the Federal Government's National Partnerships initiative. This report outlines the variety of activities that we provide for the students at our school.

School progress towards its goals in 2012

Priority	Progress
Implementation of the Australian Curriculum across all year levels in English, Maths and Science.	100% of teachers used Curriculum into the Classroom (C2C) resources to implement, teach and assess the Australian Curriculum in English, Maths and Science.
Create a whole school overview of other learning areas.	An overview of the curriculum was developed using the Australian Curriculum for English, Maths and Science and the Essential Learning from the Queensland Curriculum for other learning areas.
Improving student attendance.	Our target 92% Our Result 91.1%. No change from 2011.
Use of data to inform teaching practice by improving the links between student achievement and the implications for our differentiated teaching and learning.	100% of teachers were exposed to data throughout the year of student achievement. Teachers considered this to differentiate teaching and learning.
Behaviour – Begin the implementation of School Wide Positive Behaviour Support.	100% of Tier 1 training completed by leadership team.

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School Community and Partnerships: High levels of student, parent, staff and broader school community confidence in the school's performance and achievement

Priority	Progress
Develop partnerships with the local kindergartens' staff, parents and students; assist in transitioning student to Prep in 2013.	We worked with two of our local kindergarten providers to develop connections. This included: <ul style="list-style-type: none"> - Participation in under 8s day; - Participation in Book Week; - Participation in pre-prep lessons with prospective students; - Meeting to discuss needs and requirements for students entering prep.
Improve communication to the parent community of our achievements. Including improved learning outcomes, targets and systemic priorities using a variety of medium (newsletters and website).	<ul style="list-style-type: none"> - Updated our website to the Website for schools platform. - Our school and systemic targets displayed in each classroom and in the newsletters at the beginning of each term.

School Curriculum: Consistent curriculum, planning and implementation to improve learning

Priority	Progress												
<p>Reading:</p> <p>-Embed whole of school approach to reading comprehension (QAR) by improving understanding of language use.</p>	<p>NAPLAN Results</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Reading: National Minimum Standard</th> <th>Reading: Upper two Bands</th> </tr> </thead> <tbody> <tr> <td>3</td> <td style="background-color: #00FF00;">Our target 81% ACHIEVED Our result 90%</td> <td>Our target 14% Our result 5%</td> </tr> <tr> <td>5</td> <td>Our target 79% Our result 43%</td> <td style="background-color: #00FF00;">Our target 4% ACHIEVED Our result 7%</td> </tr> <tr> <td>7</td> <td>Our target 68% Our result 64%</td> <td>Our target 12% Our Result 5%</td> </tr> </tbody> </table> <p>- We continued to implement the QAR approach as our whole school approach to reading.</p>	Year	Reading: National Minimum Standard	Reading: Upper two Bands	3	Our target 81% ACHIEVED Our result 90%	Our target 14% Our result 5%	5	Our target 79% Our result 43%	Our target 4% ACHIEVED Our result 7%	7	Our target 68% Our result 64%	Our target 12% Our Result 5%
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7	Our target 68% Our result 64%	Our target 12% Our Result 5%											
<p>Numeracy:</p> <p>Embed the use of diagnostic tasks from First Steps in Maths: Number to inform teaching practice.</p> <p>-Introduce moderation of set tasks within school and across schools using C2C units as a basis for this.</p> <p>-Professional Development on First Steps in Maths: Measurement.</p>	<p>NAPLAN results</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Numeracy: National Minimum Standard</th> <th>Numeracy: Upper two Bands</th> </tr> </thead> <tbody> <tr> <td>3</td> <td style="background-color: #00FF00;">Our target 87% ACHIEVED Our result 90%</td> <td style="background-color: #00FF00;">Our target 10% ACHIEVED Our result 10%</td> </tr> <tr> <td>5</td> <td>Our target 84% Our result 79%</td> <td>Our target 4% Our result 0%</td> </tr> <tr> <td>7</td> <td style="background-color: #00FF00;">Our target 77% ACHIEVED Our result 77%</td> <td>Our target 17% Our results 9%</td> </tr> </tbody> </table> <p>- 100% of teachers used diagnostic tasks from the First Steps in Maths: Number program throughout the year to inform teaching practices.</p> <p>- 100% of teachers participated in an in-school moderation of one C2C unit assessment task.</p>	Year	Numeracy: National Minimum Standard	Numeracy: Upper two Bands	3	Our target 87% ACHIEVED Our result 90%	Our target 10% ACHIEVED Our result 10%	5	Our target 84% Our result 79%	Our target 4% Our result 0%	7	Our target 77% ACHIEVED Our result 77%	Our target 17% Our results 9%
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School Curriculum: Consistent curriculum, planning and implementation to improve learning

Priority	Progress						
<p>Science:</p> <ul style="list-style-type: none"> -Embed the use of the inquiry approach to science teaching. - Ensure resourcing is available for C2C unit implementation 	<p>A – E Semester Reporting for Science for all students in years 1 - 7</p> <table border="1" style="background-color: #00FF00; width: 100%;"> <tr> <td>At or above a C standard</td> <td>Attaining an A or B standard</td> </tr> <tr> <td>Our Target 60% ACHIEVED</td> <td>Our target 23% ACHIEVED</td> </tr> <tr> <td>Our result 62.1%</td> <td>Our result 29.4%</td> </tr> </table> <ul style="list-style-type: none"> - 100% unit were resourced according to the unit requirements. 	At or above a C standard	Attaining an A or B standard	Our Target 60% ACHIEVED	Our target 23% ACHIEVED	Our result 62.1%	Our result 29.4%
At or above a C standard	Attaining an A or B standard						
Our Target 60% ACHIEVED	Our target 23% ACHIEVED						
Our result 62.1%	Our result 29.4%						
<p>Curriculum Planning:</p> <ul style="list-style-type: none"> - Ensure a consistent approach to planning using OneSchool. 	<ul style="list-style-type: none"> - 100% of teachers using OneSchool as a planning document. 						

Teaching Practice: High quality teaching focused on the achievement of every student

Priority	Progress
<p>High Quality Teaching Practices</p> <ul style="list-style-type: none"> - Teacher observations and feedback to focus on school improvement agenda. <p>Consistent Pedagogical Practice</p> <ul style="list-style-type: none"> - Whole school approaches to teaching Reading (QAR), Science (Inquiry Approach). 	<ul style="list-style-type: none"> - 100% of class teachers and 50% of specialist teachers had lessons observed and participated in a discussion about the observations in whole schools approaches such as QAR, Science and the introduction of the teaching and learning framework.
<p>Collaborative Practices</p> <ul style="list-style-type: none"> - Using the Positive Behaviour coach to assist with behaviour management practices. 	<ul style="list-style-type: none"> - Coach assisted the Behaviour Team on the process of introducing Positive Behaviour Support within the school.

Principal Leadership and school capability

Instructional leadership with an unrelenting focus on improvement

<p>Developing Workforce Performance</p> <ul style="list-style-type: none"> - All staff will engage with the principal to develop Annual Developing Performance Plans. 	<ul style="list-style-type: none"> - 100% of teachers developed a performance plan. This was used to target professional development to needs of staff.
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Queensland State School Reporting

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Future outlook

During 2013 we will continue to work on the key areas outlined above by

- Improving student results in literacy, numeracy and science for all students.
- All students are successfully engaged in learning.
- Community confidence in the capability of schools.

Improving student results in literacy, numeracy and science for all students by

- Implementing a whole school approach to the explicit teaching of oral language.
- Continuing the using the Question Answer Relationship strategy for the teaching of reading comprehension.
- Ensuring that teachers write an exemplar for each English unit highlighting the language features to be taught.
- Using the resources from the First Steps in Maths program to assist teachers in finding out the learning required for students.

All students are successfully engaged in learning by

- Beginning a process of student goal setting.
- Providing students' feedback on their progress towards their goal.

Community confidence in the capability of schools by

- Creating a pedagogical framework that is research based to ensure consistency throughout the school.
- Providing a variety of activities to enhance student learning and social needs.
- Continuing to coordinate and provide support services to the families of our school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	221	88	133	88%
2011	197	78	119	86%
2012	186	72	114	88%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Redbank State School draws its population from Redbank, Riverview, Goodna, Collingwood Park, Redbank Plains, Bellbird Park and surrounding areas. Many families make Redbank School their school of choice because of its size, traditional heritage and the educational opportunities offered. Many of our families have complex backgrounds characterised by a range of family structures and low socio-economic status. All our students bring with them a rich tapestry of prior learning experiences to our school.

Eleven percent (11%) of the population is Aboriginal and Torres Strait with another 32% of students from Samoan, South Sea Islander, Filipino, New Zealander background and African backgrounds. We have approximately 44% of students come from homes where English is their second language.

We have 4% of students verified with a disability and have an educational learning plan developed with the class teachers and Advisory Visiting Teacher. Approximately 30% of student requiring additional learning support which is provided through the teachers adapting the work, students working with teacher aides and support for the Support Teacher: Literacy and numeracy. 1% of students are in out of home care and an education learning plan is developed with the class teacher, the Department of Child Safety Case worker and the child's carer.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	22	23
Year 4 – Year 10	24	24	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	7	32	16
Long Suspensions - 6 to 20 days	0	0	3
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

During 2012 we employed a teacher to teach

- Japanese to students in year 5, 6 and 7.
- Health lessons to students in all classes
- An 'Arts' teacher providing lessons in Media studies and Drama to students in all classes.

In addition to this all students were exposed to 1 hour of physical education lessons.

By provided teachers to take some of the specialist lessons allowed the teachers to concentration on teaching the core subjects and introduce the Australian Curriculum by using the Education Queensland Curriculum into the Class (C2C) resources.

Extra curricula activities.

Homework club – Each week the school provided 45 minutes of supervised time for students interested in getting extra help with their homework. Half of our teachers and teacher aides assisted the students at this club.

Choir – The choir consisted on students interested in singing tradition choir songs. The choir consisted of children from years 2 – 7 and meet weekly. The choir performed regularly on school parade throughout the year.

Glee Club – Our Glee Club sings the latest songs with some actions. This group consists of students from all year levels and meet each week to decide on and practice popular songs. The Glee Club regularly performs on the school parade.

Science Club – Students who demonstrated an interest in Science were provided with activities after school one day each week. These students provided information and held demonstration to their peers during science week. This club was open to students in year 3 – 7. Students in Prep – 2 were offered a lunch time activity based on simple science experiments.

Instrumental Music – We have about 20 students from 5, 6 and 7 who are learning woodwind and percussion instruments. The students are taught lessons each week and come together one morning for band practice. These students performed at the end of year concert.

Breakfast Club – Each morning we offer the students a chance to have breakfast. We provide the students with toast or cereal to start the day with a full stomach and ready for work.

How Information and Communication Technologies are used to assist learning

We are fortunate to have Interactive Whiteboards in all classrooms as well as in the kitchen, library and computer lab. Teachers use these throughout the day to engage students in the lessons. Our computer lab is booked regularly with classes using their time to consolidate their skills and complete work for other subjects. Each classroom has a minimum of four computers that are connected to the internet which are in regular use throughout the day. We use the interactive whiteboards and the computers as another valuable resource for learning as well as to increase the students' skills and knowledge in an ever changing word.

Our school at a glance

Social climate

Redbank State School continues to enjoy a positive climate between all stakeholders. Redbank State School has 3 values that underpin our school. These values are: SAFE, RESPECTFUL and RESPONSIBLE. Our school rules relate to these values. The rules are displayed in classes and are referred to as required with clear consequences and rewards. During 2012 we decided that the Raptor would become our school icon as part of the Positive Behaviour Support program that the school is implementing. The Redbank Raptor icon and branding will continue during 2013.

Each week on assembly students are awarded certificates for following our values as well as for academic performance. We list award recipients in the newsletter each fortnight as another celebration of good academic performance and behaviour.

Parents and caregivers give show high satisfaction with our school as

- 93% reported satisfaction around the safety of their children at the school,
- 96% report satisfaction that their child is treated fairly at Redbank,
- 96% reported satisfaction that Redbank is a good school and
- 100% reported that their child was happy to go to this school.

Students were similarly impressed with our school with high satisfaction ratings.

- 83% reported that in they felt safe at this school,
- 85% reported their satisfaction of being treated fairly
- 95% of students liked being at our school and
- 100% indicated that their teachers motivated them to learn and expected the students to do their best.

100% staff indicated they were happy with the moral of the school.

During 2012 we were fortunate to have a chaplain that worked at our school for one day each week. Our chaplain worked closely with parents and staff members and provided a number of activities for the students during lunchtime as well as giving support to students' one on one and in small groups.

At Redbank State School there is agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal ages, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Our school wide positive behaviour support program and processes will remain the strategy for preventing problem behaviour, including preventing the subset of bullying behaviour. We will do this by ensuring all students know the 3 school expectations and are taught the expected behaviours attached to each rule in all areas of the school. To compliment this the students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school. We also ensure a high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Our school at a glance

Parent, student and staff satisfaction with the school

The overall satisfaction with the school is high with most key questions rating in from the 70% and above. We are pleased that a number of questions received 100%.

Parents indicated 100% satisfaction for their child likes being at this school and that this school is well maintained. Other key questions indicated that the parents are in general happy with the school and the education that the students are getting here.

Students indicated 100% satisfaction for their teacher motivates them to learn and their teachers expect them to do their best. Overall the students were happy with the school, the education they received and the extra activities that we provide for them

Staff indicated they were 100% satisfied with the moral of the school. There was a high satisfaction for professional development they had access to as well.

Below are the key questions that the parents, students and staff were asked and how we rated on each.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [†]
their child is getting a good education at school	89.3%
this is a good school	96.4%
their child likes being at this school*	100.0%
their child feels safe at this school*	92.9%
their child's learning needs are being met at this school*	92.9%
their child is making good progress at this school*	92.9%
teachers at this school expect their child to do his or her best*	96.3%
teachers at this school provide their child with useful feedback about his or her school work*	89.3%
teachers at this school motivate their child to learn*	96.4%
teachers at this school treat students fairly*	96.3%
they can talk to their child's teachers about their concerns*	92.6%
this school works with them to support their child's learning*	88.0%
this school takes parents' opinions seriously*	83.3%
student behaviour is well managed at this school*	76.0%
this school looks for ways to improve*	92.3%
this school is well maintained*	100.0%

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012[#]
they are getting a good education at school	90.2%
they like being at their school*	95.1%
they feel safe at their school*	82.9%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	90.5%
teachers treat students fairly at their school*	85.4%
they can talk to their teachers about their concerns*	77.5%
their school takes students' opinions seriously*	70.0%
student behaviour is well managed at their school*	65.0%
their school looks for ways to improve*	95.2%
their school is well maintained*	85.4%
their school gives them opportunities to do interesting things*	92.7%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	95.5%
with the individual staff morale items	100.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Strong relationships with parents are highly valued at Redbank State School and parents are encouraged to be full participants in their child's learning. Terms 1 and 3 parents have the opportunity to meet with the teacher to learn about how their child is progress academically and socially. Parents are also invited to participate in celebrations we hold throughout the year and to our weekly assemblies. We encourage parents to assist with classroom activities as well as in the tuckshop and cutting up our mid-morning fruit and vegetable snack.

Parents report that they are satisfied with opportunities to become involved in their child / children's education

Our school at a glance

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Redbank State School have 25 solar panels installed on the school to reduce our electricity consumption. The students are able to access the Solar Schools website to view our electricity generation at <http://www.eq.solarschools.net/profile.aspx?id=1148>. Although we generate only a small proportion of our usage that we are proud to be able to have solar panels on our school.

We have a number of water tanks have been installed to reduce our water usage. This water is mainly for use on our grounds and gardens. The table below shows a reduction in water use.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	83,213	501
2010-2011	83,906	836
2011-2012	84,675	658

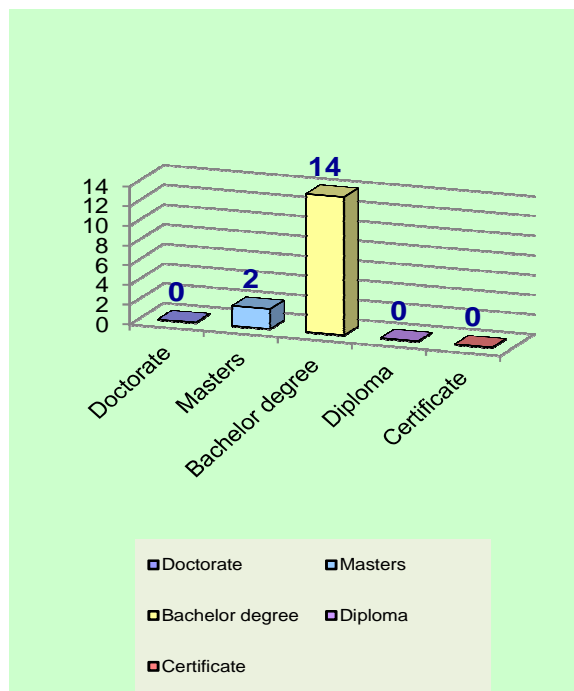
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	16	12	0
Full-time equivalents	12.7	7.7	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	14
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$19 142.

The major professional development initiatives are as follows:

- Positive Behaviour Support training for the 8 staff members and the Principal leading this initiative. This team lead the staff through a number of tasks in preparation for implementation of the program in 2013.
- STRIVE – oral language project led by 3 teachers and the HOC investigated the program at other schools and adapted the program for use at Redbank State School. This team participated in observation and feedback of lesson amongst themselves.
- Exemplar Writing project run by one teacher and the HOC participated in training to implement this with the staff.
- First Steps in Maths: Number and First Steps in Maths: Measurement workshops to assist teachers in understanding the development of student understanding with these areas of maths.
- Moderation of students tasks in English, Maths and Science. During 2012 this was done amongst our staff members.
- Science Spark initiative. We had teachers participate in this training to improve Science pedagogy and student learning,
- iPads. Our lead teacher of ICT participated in a number of workshops to improve her knowledge and capability to implement this technology in our school.
- Peer mentoring through observation and feedback for the STRIVE project, Positive Behaviour Support Training and support for a newly qualified teacher.
- First Aid and CPR.
- Mentoring of student teachers.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	94.8%	94.4%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98.4% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was			93%

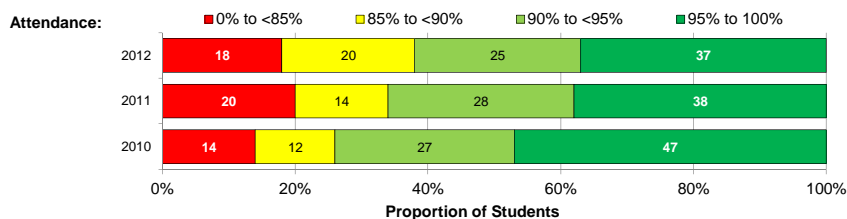
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	92%	92%	92%	94%	92%	94%	93%
2011	92%	93%	89%	91%	93%	90%	92%
2012	88%	93%	94%	91%	91%	93%	91%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Redbank State School students that have more than 3 days unexplained are contacted by the school to gain an explanation for the absence.

We frequently check on students that have regular days away, late arrivals or early departures.

- In the first instance the teacher contacts the family to discuss the absences and discuss solutions with the parent/s.
- If absences continue the STLan contacts the family by phone to discuss possible solutions to assist the family to get the student/s to attend school.
- Should absences continue, the family is contacted by the principal to arrange for assistance for the family, if required.
- If absences continue we send home letters in line with the DET policy.

In all instances we attempt to work with the families to assist them in getting their children to school as often as possible.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

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Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

At Redbank State School our Aboriginal and Torres Strait Islander Students have a higher attendance (91.4%) compared to the average for all students (91.1%). There are a number of areas where our Aboriginal and Torres Strait Islander Students outperformed the average for all students in the NAPLAN testing. This is indicated by the green boxes in the table which summarises all areas.

Year	Reading		Writing		Numeracy	
	2011	2012	2011	2012	2011	2012
3	-34 points	-26 points	3 points	1 point	-46 points	-1 point
5	-38 points	119 points	1 point	21 points	-39 points	30 points
7	-73 points	-8 points	-4 points	24 points	-63 points	-23 points

The NAPLAN mean scores are used for this data and a positive result indicates that the students attained more points for the testing.