

Our school at a glance



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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Principal's foreword

Introduction

This Annual School Report is designed to help the school share with parents and the community information about this school, its' strength and it's performance across 2013. This Annual report involves contextual information such as the curriculum, opportunities for parental involvement and extra-curricular activities as well as student outcome data such as the National Literacy and Numeracy Tests (NAPLAN) held in May.

Interested people can access this Annual report via the internet or from the Administration at the school upon request.

At EtonStateSchool our purpose remains, we:

Empower

Todays students to embrace

Opportunities to reach their potential by

Nurturing the individual

School progress towards its goals in 2013

In 2013 our key priorities were: Explicit Instruction, the Improvement of Reading and specific Student Comprehension Skills, Grammar and Punctuation, Spelling and to work with the Draft policies that were collaboratively written by staff in Maths, Spelling.

The promotion of Numeracy, specifically High Order Thinking Skills for the top end of students also sat along side of these.

The strong program that exists at the school for monitoring and tracking student outcomes ensured success. ie., all Students are tracked via Holdaway Sight word program and the PM Benchmark Program. This allows progress to be tracked on an individual basis as each student is working at their own pace at their stage of the program. The monitoring that occurs at 5 weekly intervals ensured consistent exposure to and tracking of the success of The Words their Way Program and the strategies that we were teaching.

The development of student comprehension skills occurred through the 'Into the Book' Program- evaluating, activating prior knowledge, visualizing, predicting, questioning, determining a purpose for reading, summarizing, making connections, monitoring comprehension, synthesizing, finding important information- skills being divided up across the terms for 'focused intensive teaching'.

'Focused Intensive Teaching Programs' occurred prior to Naplan to ensure student success and test ready behaviours were taught to ensure students were ready on the day to demonstrate their skills, knowledge and ability.

Parents and Teachers work as partners in the education of students with [parents supporting reading groups and other class activities throughout the year.

Effective phonic and decoding skills was recognized as a vehicle for improvement in student outcomes and teacher class programs reflected this.

Students were taught specific reading skills in lower year levels (ie. P, 1,2) to support their improvement and understanding, eg:

- Tryin' Lion (Try it Again) where students try to reread the sentence, trying a word that makes sense in the sense
- Eagle Eye (Looking at the Pictures) where students look at the pictures for clues, checking for the first sound of the tricky letter
- Stretchy Snake (Stretch it Out!) where students stretch the word out slowly, put the sounds together and look all the way through the word
- Lips the Fish (say the first few sounds of the new word) where students read to the end of the sentence and then reread the sentence to check their guess
- Chunky Monkey (Chunk the Word!) where students look for a chunk that they know (-an, -ot, -ig), or look for a part of the word that they know (-ing or -er)
- Flippy Dolphin (Try the vowels other sounds) where students flip the vowel ie. Try the long and the short sound
- Stuck (on a Word) where students stop and check all of the above strategies

Years 3 / 4 and years 5 / 6 / 7 employ the SCORE strategy and Top Level Structure.

Our school at a glance

Future outlook

Priorities for 2014 include:

Ensuring that all students in Year 3,5,7 are at or above the National Minimum standard (NMS) in Naplan

A focused intensive teaching program based on the analysis of student spelling from Primary, Elementary levels was used to identify spelling rules and phonic patterns that need consolidation in Language Conventions.

Developing An Individual Learning Guarantee (ILG) for students below the NMS in Reading

Increasing the number of students in the upper two bands from 25 – 50% for students in Year 3 and 42 – 50 % for students in year 5 within two years

This will be achieved through:

Gathering evidence through performance measurement benchmarks for Years P-3 through PM and through Probe for Years 4-7

Diagnosis of Reading levels with a specific focus on students demonstrating difficulties or delays

'Focused Intensive Teaching' sessions each week occurring in all classrooms based on data gathered through 'The Words their Way' Program

Explicit Instruction Teaching episodes by a teacher to improve Naplan performance across the board

Consolidation of the 'Into the Book' Comprehension strategies

Embedding the school reading program

Building Teacher capacity and capability in 'Explicit Instruction' via such strategies as the use of the Pedagogical coach

School Profile

Record:

Coeducational or single sex: *Coeducational*

Year levels offered in 2013: *Prep Year - Year 7*

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	77	38	39	91%
2012	77	33	44	84%
2013	69	29	40	89%

Our school at a glance

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

Characteristics of the student body:

The majority of students that attend Eton States School are of a European background and come from English speaking families. Our families are shifting / have shifted from the more traditional sugar cane farming practices into areas such as mining located west of Eton. This helps to explain why some families are itinerant.

Families also have started to move away from Eton due to the distance from town as their children cannot access facilities needed in older teenage life as well as lack of affordable housing and no After School Care.

In 2013, Eton State School had three classes. They were P,1,2 - 2,3,4 - 5,6,7.

Students travel to school from neighbouring properties by bus and are also dropped off by parents. Most families are two parent families with both parents working and this makes it difficult to hold some enrolments as we have not been able to gain 'Before or After School Care'. Eton also has a number of transient families who live here while they are waiting for their house to be built elsewhere due to the high cost of rent elsewhere. Families also find they are only able to stay for a short period of time as there are limited jobs available in the area and limited rental housing.

Eton has a very low population of indigenous students and no ESL students but also a high percentage of male students in the school.

The school operates around a supportive and caring atmosphere with our senior students being positive role models for the younger students. Positive student behaviour is rewarded at the end of each term with a Level A rewards day.

Behaviour is not an issue at the school however strong Behaviour Management processes exist to support student learning.

The students follow the Schools' Responsible Behaviour Plan. Overall, the students display positive and appropriate behaviour in the classroom and in the playground.

Students participate in local and Regional events and some at State and higher levels in Sport.

In 2013 Year 7's had the opportunity to hold leadership roles and participate in programs run at the local High School. Lighthouse Program which supports students to improve their Literacy through manual and life skills.

A Student Council exists to support and generate ideas for school improvement.

The students are supported by an active P and C that financially support the payment for specific events like the Fun Run, School Camps, Excursions, Swimming and Sports Day.

Students participate in selection trials and are able to represent the school at District, Regional, and State levels in different sports.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013

Our school at a glance

Prep – Year 3	19	17	18
Year 4 – Year 7 Primary	19	16	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	2	4	4
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- *Prep orientations occur in term four of each year whereby students who will attend the following year are given the opportunity to integrate with the junior students and receive an introduction to their schooling at Eton*
- *Year 4-7 engage in a Student Leadership Program. The year 7 students campaign, develop their own election posters for selection of office bearers, create teams for sports day, design their banners and their war cry, their sports logo and their shirt colour*
- *Students have the ability to participate in sustainability education eg. The recycling of paper, mobile phones etc. Some students engaged with an Officer from Kinchant Dam and designed posters about how to use electricity effectively by turning things off when you were not in the room eg. Lights, air conditioning etc*
- *Year 7's have the opportunity to engage in a program which supports their transition to Highschool learning life skills, building new friendship networks thereby enhancing their opportunity for academic development and success*
- *Our multi-age classroom structure supports individual learning styles, needs and academic progress across all year levels.*
- *School Opinion Surveys reflect a high level of satisfaction and this is reflected further by parent support in classrooms and at school events and monthly P and C ,meetings.*

Extra curricula activities

- *Arts Council performances whereby Eton invites other small schools to come and be with us*

Our school at a glance

- *AFL Clinic*
- *School Anzac day Service*
- *Participation in the Dawn Service at Eton*
- *Cross Country*
- *Fun Run*
- *Sports Excellence- Students at State and Australian representation*
- *Pioneer Valley Maths Competition*
- *The Lantern Parade*
- *Under Eights Day*
- *School Camp to Keppel Island*
- *Arts Show*
- *130th Anniversary celebration*
- *Return to Eton for the Oldies celebration*
- *Cultural- Fitzgerald Spectacular*
- *Life Education Van*
- *Fire Education*
- *Sports Expo at Homebush*

How Information and Communication Technologies are used to assist learning

- *Students engage in specific programs on the computer*
- *eg:*
- *StudyLadder*
- *Reading Eggs*
- *Reading Bugs*
- *Reading 600 for the Year 5's*
- *Powerpoint*
- *Starfall (Special Needs Student)*
- *Research*
- *Students type the final copies of their stories and include pictures*
- *Students use the computers to research their school projects and assignments*
- *Staff use ICT's as a means to communicate, locate, create, store and organise information on One School*
- *Staff use Interactive Whiteboards in the classrooms*
- *Staff access the computer lab with their students*
- *Ipads for Research and Learning Support*

Our school at a glance

Social climate

- *The school has a welcoming environment space where school and community work together.*
- *A P and C Committee exists that is well supported at monthly meetings and fundraising.*
- *Fundraising events occur such as Sausage Sizzles at Bunnings*
- *The School has a Family atmosphere where older students look after younger students*
- *Debriefing occurs when any students have behaviour issues*
- *Mutual respect between students and staff*
- *Consistent and fair treatment of all students*
- *Communication between all staff members re any incidents that occur*
- *Students are consistently supported in building effective relationships with their peers through play and other interactions*
- *Students understand that they will always get a fair go and be listened to*
- *The School Opinion Survey shows a high level of satisfaction across all three stakeholder groups*
- *Students who behave appropriately throughout each term participate in a Level 1 Activity Day at the end of each term supported financially by the P and C*

Parent, student and staff satisfaction with the school

Describe in plain language the overall satisfaction of parents, students, and staff.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	89%	95%
this is a good school (S2035)	89%	92%
their child likes being at this school* (S2001)	100%	97%
their child feels safe at this school* (S2002)	97%	100%
their child's learning needs are being met at this school* (S2003)	97%	95%
their child is making good progress at this school* (S2004)	95%	95%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	97%
teachers at this school motivate their child to learn* (S2007)	95%	95%

Our school at a glance

teachers at this school treat students fairly* (S2008)	92%	97%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%
this school works with them to support their child's learning* (S2010)	95%	95%
this school takes parents' opinions seriously* (S2011)	87%	92%
student behaviour is well managed at this school* (S2012)	89%	97%
this school looks for ways to improve* (S2013)	95%	95%
this school is well maintained* (S2014)	95%	97%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	100%
they like being at their school* (S2036)	93%	100%
they feel safe at their school* (S2037)	96%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%
they can talk to their teachers about their concerns* (S2042)	93%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	93%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	92%
their school takes staff opinions seriously (S2076)	92%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%

Our school at a glance

their school gives them opportunities to do interesting things (S2079)

92%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

There are good levels of parental involvement within all the classrooms of the school. Parent support occurs on the following occasions:

- *P and C meetings*
- *Yearly camp supervision*
- *Reading Groups in classrooms*
- *Attendance to support students at Fun Run*
- *Attendance to support students at Sports Day*
- *Mums run the Mothers Day stall to support the P and C*
- *Mums run the Fathers Day stall to support the P and C*
- *Group of parents planted trees across the bank of the school for revegetation*
- *Words their Way groups*
- *Sports Day- tents and general preparation*
- *Veggie Gardens*
- *Rainforest / revegetation of the hill*
- *School Banking*
- *Patty Cake Day- Cancer support*
- *Spellathon*

Reducing the school's environmental footprint

- *The school recycles phones*
- *The school has solar panels*
- *The school sets the air conditioners at 24 degrees*

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	50,012	294
2011-2012	52,255	392

Our school at a glance

2012-2013	34,387	586
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The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

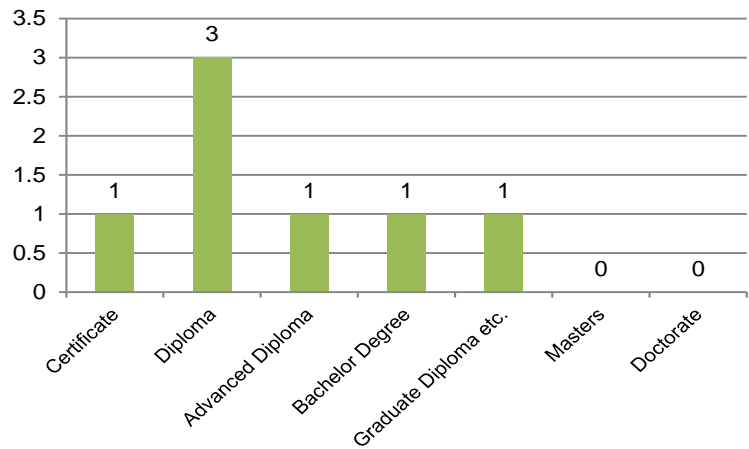
- *Teachers are long serving at the school*
- *Year 5,6,7 teacher has been at the school for 18 years*
- *Year 2,3,4 teacher has been at the school for 6 and a half years*
- *Prep, Year 1,2 teacher has been at the school for 4 years*
- *The Principal has been at the school for 1 year*
- *The school contracts out the Groundscare work*
- *We have a visiting Music teacher who comes each Tuesday*
- *Our PE teacher also teaches our 2,3,4 class*

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	4	8	0
Full-time equivalents	4	3	0

Qualifications of all teachers

Our staff profile

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	3
Advanced Diploma	1
Bachelor Degree	1
Graduate Diploma etc.	1
Masters	0
Doctorate	0
Total	7



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$. 14,460.53

The major professional development initiatives are as follows:

- Comprehension Strategies
- Naplan
- Geography
- Seven Steps to Writing
- Workplace, Health and Safety Officer update
- Workplace Rehabilitation Officer update
- Budget
- First Aide Training
- Principals Conference

The proportion of the teaching staff involved in professional development activities during 2013 was %. 100%

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100%of staff was retained by the school for the entire 2013 school year.

Our staff profile

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/>. (The School information below is available on the *My School* web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the *My School* web site).

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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	89%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

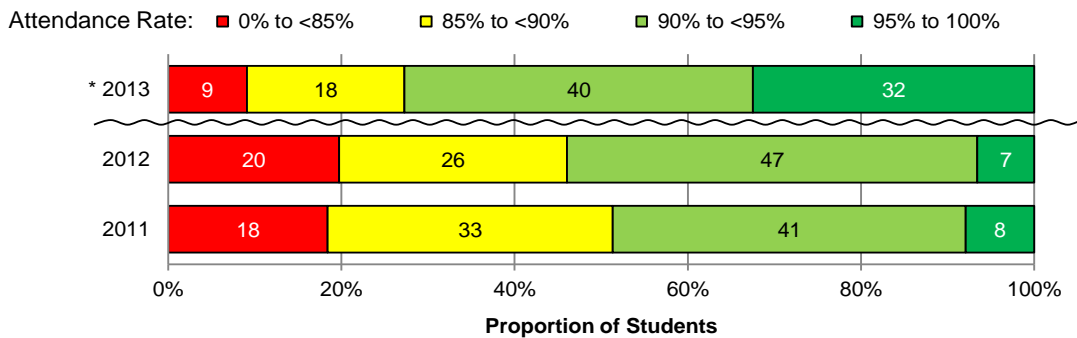
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	89%	90%	91%	90%	89%	85%	89%					
2012	88%	88%	90%	89%	81%	89%	92%					
2013	93%	93%	93%	91%	93%	80%	90%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years

Performance of our students

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.

Non Attendance is managed in State Schools in line with the DETE policies, SMS-PR-029 Managing Student Absences and SMS-PR036: Roll marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice a day to track student attendance.

Students are requested to complete a late slip if they arrive late at school. Parents also have to sign their child in if they arrive late and out if they leave early. Parents are requested to inform the school of every absence reason so that appropriate reasons can be listed on the One School data system. Calls are made home after every three days of absence.

On a term by term basis parents receive letters in relation to unexplained student absences.

Due to the occupations of a large number of parents, [parents choose to take family holidays during the term.

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

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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.

Performance of our students

Achievement – Closing the Gap

The 'Closing the Gap' strategy is the Department's overarching strategy for the education of Aboriginal and Torres Strait Island students in State Schools. The strategy sets three Statewide targets for Queensland State Schools- halve the gap in year 3 Reading, Writing and Numeracy by 2012, close the gap in Student Attendance in 2013

In 2013 we had excellent attendance from our Indigenous students. We also had very high achievement levels from our student in Year 7

2013 NAPLAN Achievement Bands by Strand for Year 3 Test

For Eton State School (0310) Students

Proportions of Year 3 Students in each Achievement Scale Band

Year		Achievement Band %						Count			NMS %
		<1	2	3	4	5	6>	n	Exempt	Absent/ Withdrawn	
Reading											
2013	School	0.0	16.7	16.7	41.7	25.0	0.0	12	0	0	100.0
	State Schools	6.9	14.6	19.6	23.7	15.4	19.8				93.1
	National	4.7	8.6	17.5	23.4	22.5	23.3				95.3
Writing											
2013	School	0.0	0.0	41.7	41.7	16.7	0.0	12	0	0	100.0
	State Schools	6.6	8.0	21.1	22.4	30.5	11.3				93.4
	National	5.0	5.2	14.3	28.8	30.1	16.6				95.0
Spelling											
2013	School	0.0	0.0	41.7	58.3	0.0	0.0	12	0	0	100.0
	State Schools	11.6	8.7	22.7	23.3	19.9	13.7				88.4
	National	6.2	9.1	17.1	25.0	23.1	19.5				93.8
Grammar and Punctuation											
2013	School	0.0	8.3	25.0	33.3	25.0	8.3	12	0	0	100.0
	State Schools	7.1	11.6	17.6	21.0	21.1	21.7				92.9
	National	4.7	7.2	14.6	22.4	24.1	27.0				95.3
Numeracy											
2013	School	0.0	0.0	41.7	16.7	41.7	0.0	12	0	0	100.0
	State Schools	6.6	12.2	26.6	28.7	18.9	7.0				93.4
	National	4.3	10.0	23.6	30.2	21.1	10.8				95.7

Colour Key Legend			
	Band At NMS		NMS % Above National
	Band Below NMS		NMS % Similar to National
			NMS % Below National

2013 NAPLAN Achievement Bands by Strand for Year 5 Test

For Eton State School (0310) Students

Proportions of Year 5 Students in each Achievement Scale Band

Year		Achievement Band %						Count			NMS %
		<3	4	5	6	7	8>	n	Exempt	Absent/ Withdrawn	
Reading											
2013	School	0.0	14.3	0.0	42.9	28.6	14.3	7	0	0	100.0
	State Schools	5.4	13.3	24.5	27.9	18.4	10.6				94.6
	National	3.9	9.7	23.5	30.2	21.9	10.9				96.1
Writing											
2013	School	14.3	0.0	0.0	71.4	0.0	14.3	7	0	0	85.7
	State Schools	14.0	12.1	34.1	24.3	11.0	4.4				86.0
	National	8.3	11.8	28.1	31.8	14.9	5.1				91.7
Spelling											
2013	School	0.0	14.3	14.3	28.6	42.9	0.0	7	0	0	100.0
	State Schools	11.9	11.1	24.5	26.7	19.5	6.3				88.1
	National	6.9	11.5	23.1	28.1	19.5	10.8				93.1
Grammar and Punctuation											
2013	School	0.0	28.6	14.3	28.6	28.6	0.0	7	0	0	100.0
	State Schools	9.8	13.0	24.8	20.9	19.2	12.2				90.2
	National	5.2	10.4	22.7	28.7	21.3	11.8				94.8
Numeracy											
2013	School	0.0	14.3	28.6	42.9	0.0	14.3	7	0	0	100.0
	State Schools	9.5	17.9	27.2	25.7	11.4	8.3				90.5
	National	6.7	15.4	26.2	26.6	15.9	9.2				93.4

Colour Key Legend			
	Band At NMS		NMS % Above National
	Band Below NMS		NMS % Similar to National
			NMS % Below National

2013 NAPLAN Achievement Bands by Strand for Year 7 Test

For Eton State School (0310) Students

Proportions of Year 7 Students in each Achievement Scale Band

Year		Achievement Band %						Count			NMS %
		<4	5	6	7	8	9>	n	Exempt	Absent/ Withdrawn	
Reading											
2013	School	9.1	9.1	27.3	36.4	18.2	0.0	11	0	0	90.9
	State Schools	8.9	18.7	27.0	23.8	15.4	6.2				91.1
	National	5.8	12.7	25.6	30.0	18.3	7.7				94.2
Writing											
2013	School	9.1	36.4	36.4	9.1	9.1	0.0	11	0	0	90.9
	State Schools	13.2	22.7	27.2	20.4	12.1	4.3				86.8
	National	10.7	17.1	29.9	24.6	12.4	5.2				89.3
Spelling											
2013	School	18.2	9.1	18.2	54.5	0.0	0.0	11	0	0	81.8
	State Schools	10.7	11.3	23.3	29.9	18.7	6.2				89.3
	National	6.3	10.2	21.8	30.0	21.3	10.4				93.7
Grammar and Punctuation											
2013	School	18.2	27.3	27.3	18.2	9.1	0.0	11	0	0	81.8
	State Schools	15.6	16.1	20.4	21.3	16.5	10.0				84.4
	National	9.2	14.4	24.3	25.5	17.1	9.4				90.8
Numeracy											
2013	School	0.0	18.2	27.3	36.4	9.1	9.1	11	0	0	100.0
	State Schools	5.3	18.9	27.9	25.3	14.3	8.3				94.7
	National	5.0	14.7	27.7	26.0	16.1	10.5				95.0

Colour Key Legend			
	Band At NMS		NMS % Above National
	Band Below NMS		NMS % Similar to National
			NMS % Below National

