Deception Bay North State School
Queensland State School Reporting
2014 School Annual Report

Postal address	PO Box 108 Deception Bay 4508
Phone	(07) 3897 2333
Fax	(07) 3897 2300
Email	the.principal@decebaynss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact person	Principal

Principal's foreword

Introduction

Welcome to the Deception Bay North State School Community. This school annual report provides an account of our school's journey throughout 2014 in the areas of student outcomes and progress towards our academic goals; our school climate and support programs provided to students; our use of information and communication technologies in teaching and learning and the results of the 2014 school opinion survey.

Our school works in partnership with parents in developing the skills and talents of our students. In particular, we understand that every parent values:

- A warm and supportive environment in which their children can learn and grow with confidence
- A focused curriculum that develops each student's potential
- Staff who are committed to their particular roles within the school and particularly in the teaching and learning process
- Fair, firm and consistent discipline that ensures that the teaching and learning process is not compromised
- High expectations of ourselves as educators and our students as learners
- Regular extensive interaction with the school community through two-way channels of communication between home and school; and opportunities for parent involvement; and
- Deception Bay North's commitment to being and remaining *A great place to learn*

School progress towards its goals in 2014

There are many programs and initiatives which have continued to evolve or which have been implemented at Deception Bay North State School which are providing the students with the opportunity to recognise their talents and further develop the skills they will need beyond primary school.

The focus on school improvement in 2014 included:

- The further development of the Deception Bay North Way of implementing the Australian Curriculum through the adapting the C2C documents. This extended our response to the Australian curriculum the English and Maths.
- A relentless focus on improved student outcomes through all areas - curriculum, pedagogy, teacher capability, school organisation and student welfare
- The development of school-based documents to support these curricula so that assessments are effective and moderation of student outcomes can be completed fairly and consistently across the school
- Further development of leadership teams to drive the school improvement agenda in English (Reading, Comprehension and Writing) and Maths (Number and Measurement)
- A determined focus by teachers and other staff using data in classrooms to identify the particular learning needs of students and building programs to address those needs
- The successful transition of the Years 6 & 7 students to high school
- The completion of performance development plans for teachers and other staff and the professional development and training required through these
- The extension of the Art and Science of Teaching initiative and the completion of the school's pedagogical Framework around which all school programs and school organisation are based. This will be rolled out progressively over the coming years.
- The successful implementation of a balanced reading program incorporating the Gradual Release model of teaching
- Establishment of routines and procedures regarding school organization, before and after school routines and transitions during class time. These have been very successful and have resulted in an increased readiness for work of students in the morning and the orderly exiting of students and parents in the afternoon
- A focus on Prep readiness for students through close partnerships between the school and local child care centres and kindergartens
- The development of a public/private partnership with Hope Services to provide social-emotional support for particular students who were identified with high level needs in this area
- Preparation for the Teaching and Learning and Discipline audits and the very high result the school gained in all areas of the audit.

Future outlook

Our vision for Deception Bay North State School is that it is *A great place to learn* and we work continuously to assist students to demonstrate continuous improvement. We do this by providing a strong and supportive learning climate characterised by high expectations of ourselves as well as our students.

Our key priorities for 2015 are built on the outcomes we have achieved in 2014 and are focussed on the following areas:

Successful Learners by:
- Implementing the Australian Curriculum and analysing student data in relation to student assessments and providing feedback to students for the continuous development of learning goals
- Improving student attendance by developing proactive strategies to encourage 100% attendance and following up on all absences
- Implementing strategies to continue to cater for students' academic, social and emotional needs, including introducing the Friendly Schools Plus initiative
- Targeting students in the Upper 2 Bands of NAPLAN and providing a differentiated curriculum to extend these students as well as a differentiated curriculum for students requiring an individual curriculum plan
- Giving a sharp focus to the school priorities of reading, numeracy and U2B through interrogation of data

Great People by:
- Developing the professional knowledge of teachers in English, Maths, Science, History and Geography and implementing the Health and Physical Education curriculum
- Continuing to refine the performance development plans of teachers and non-teaching staff using the Australian Standards
- Developing teachers' professional practice in all aspects of English and Maths and implementing our learning and wellbeing framework
- Introducing the master teacher role to assist teachers to lift the reading outcomes of students in Prep- Year 3

Engaged Partners by:
- Developing mutually satisfying partnerships with secondary schools
- Developing a range of locally pertinent communication strategies that enable the sharing of information across schools
- Develop partnerships and explore opportunities for extended communications with local early childhood education centres

Engaged Learners by:
- Further developing mutually supportive relationships with parents of students
- Holding parent information sessions
- Providing support to Indigenous families and their students through the role of Indigenous Community Advisor
- Providing support to Pan- Pacific families and their students through the role of Pan-Pacific teacher aide

High Standards by:
- Addressing teaching and learning audit priorities and discipline audit priorities
- Addressing internal audit priorities
- Addressing school opinion survey priorities

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014:   **Early Childhood - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	586	268	318	86%
2013	571	257	314	86%
2014	587	278	309	85%

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

Characteristics of the student body:

Our students come from a range of cultural and religious backgrounds, including Aboriginal and/or Torres Strait Islander and Pan-Pacific Islander. Many of our students have a language other than English spoken at home and students are frequently proficient in the spoken form of the second language.

There is a high rate of mobility amongst the student body with some students re-enrolling throughout the year. There is also a high proportion of single parent families within our community. Our school is proud of the fact that we are part of such a diverse community and good relationships exist amongst all students within the school and all groups within the community.

A wide range of programs and practices at Deception Bay North State School support:

- Students requiring extension
- Students from Indigenous families
- Students with disabilities
- Students with English as a second language
- Students at educational risk

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3	20	24	23
Year 4 – Year 7 Primary	25	27	26

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	103	101	94
Long Suspensions - 6 to 20 days	10	11	1
Exclusions#	1	3	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

The school delivers a diverse curriculum to meet the academic, creative, cultural and social needs of students. Staff cater for these needs through a range of groupings dependent on the purpose of activities. These special activities are tailored to provide opportunities for students to demonstrate their talents and they give range and breadth to our curriculum. These include:

- Artist in Residence Program
- Friendly Schools Plus Program
- Daniel Morcombe Curriculum
- Ditto Program
- Junior and senior choirs
- Extension of very able students in Years 3-7
- The House Cup program
- Specialised programs for students with disabilities from birth - Year 7
- Work Experience
- The 'Eyes for Learning' vision program
- Mimi's House social emotional program
- Master Chef Competition
- The "Bay North Idol' talent program
- Chaplaincy programs and school and holiday camps
- School-based targeted counselling services
- The CARE program in partnership with Boystown

Extra curricula activities

These curricula offerings are designed to enhance the learning engagement of students and give them the opportunity to choose activities. They include:

- **Representative student council and school captains and sports and music captains**

Each year the students elect school captains and vice-captains, house captains and vice-captains from Year 7 and student council representatives from each class in Years 4-7. Music captains are selected from students participating in the instrumental program

- **Leadership programs for aspirant student leaders**

Students aspiring to be school leaders the following year are mentored by staff and undertake leadership training to fit them for selection as student leaders.

- **Supported play and lunchtime games activities**

Students requiring additional support to manage their behaviours during break times are offered supported play sessions supervised by staff.

- **Lunchtime computer clubs**

Staff supervise students and extend their abilities in the use of ICT

- **Years 6 & 7 leadership camp**

Year 7 students prepare themselves to be role models for other students by undertaking leadership training in conjunction with team building activities.

- **Red Cross junior volunteers' program**

Students wishing to assist with the Red Cross breakfast program can gain valuable leadership skills by taking part in this program.

- **Social and emotional learning programs**

Students with social emotional needs are provided with community mentors through the chaplain's and guidance officer's programs

- **Gold Pass elective programs in Years 5-7**

Interschool sport program – the school offers the opportunity to participate in the interschool competition in a variety of sports and other school based cooking and gardening programs

- **Instrumental music program**

Lessons are provided by visiting music teachers and opportunities are provided for students to participate in string ensembles and junior and senior bands

- **School SEMP Program**

For students with an interest in the environment and recycling

- **Interschool Science Competition- Peninsula Science Spectacular**

An interschool science competition amongst Peninsula and Deception Bay students

- **Chaplaincy Programs**

These include in-school and out-of-school activities such as mentors programs and camp programs across the year

How Information and Communication Technologies are used to assist learning

With the implementation of the Australian Curriculum and the C2C resource, ICT has been seamlessly embedded into the everyday teaching and learning at Deception Bay North State School. Students are accessing, investigating and utilising the Learning Place, online learning objects, research sites and digital texts as part of their units across all Key Learning Areas.
The school has made a considerable investment in mobile technology and it's availability to students this year. An eLearning room acts as a hub for classes to access a class set of iPads. The room was designed as a comfortable learning space with large soft furnishings to encourage a sense of mobile learning. An extra pod of iPads is also available for use with our students with disabilities and their support teachers. An iPad policy ensures the care and use of the iPads is in line with school expectations around behaviour and privacy of others.
The Reading Eggs Online resource has extended into the Years 4 to 7 classrooms as an intervention tool for those students who are having difficulties with their reading. Reading Eggs provides each student with a program that targets their level of reading and the strategies that they need to work on to improve their reading.
To monitor student learning and provide differentiated instruction that targets each student's individual needs a digital Monitoring Guide has been designed and introduced in The Bay North Way. This guide allows teachers to use the data collated from a range of sources in one document to inform their planning and intervention programs. The guide is updated each term and reveals the gains each child has made across the year.
Across the school we had four staff who were Accredited Facilitators for Digital Pedagogy. Their role within the school was to support the accreditation of teachers with the Digital Pedagogy Licence through the whole school model developed by the North Coast Region.

Social Climate

We continue to recognise that the social-emotional aspect of schooling is very important for students' general development. A positive school climate is essential for us to maintain Deception Bay North State School as *A great place to learn*. We strive for this through the following extra-curricular activities and support initiatives:

- Lunchtime games programs welcome new students and develop team skills for students
- The chaplaincy program is an important part of the school's pastoral care program
- Our guidance office coordinates outside agency involvement with students and carers
- Mentors are assigned to new staff and new students to facilitate their entry into the school
- The Responsible Behaviour Plan is based on the principles of natural justice so that students know they are being treated fairly at this school
- School discos, instrumental music evenings and school musical evenings are well attended by parents
- Highly effective transition programs with local high schools ensure smooth transitions to new locations
- Sports programs and games times promote cooperation and school pride
- The House Cup initiative allows for student interaction across Prep-Year 7 and builds, in both students and staff, a sense of pride in belonging to a house team
- The Master Chef and the Bay North Idol competitions provide students with opportunities to build their talents and self esteem
- Student and parent satisfaction with aspects of the annual school opinion survey referring to school climate are equal to state average.
- Students and parents see that students are treated fairly and that they are happy to go to this school.
- The school continues to build partnerships with local agencies which provide assistance to families within the community. These include, amongst others, Boystown, Deception Bay Neighbourhood Centre, PCYC, the Indigenous community and the Pan-Pacific community, Early Years-Gowrie, Mission Australia, Smith Family, DOCS and CYMHS.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	93%	94%	100%
this is a good school (S2035)	93%	88%	100%
their child likes being at this school* (S2001)	86%	94%	100%
their child feels safe at this school* (S2002)	80%	94%	94%
their child's learning needs are being met at this school* (S2003)	89%	100%	100%
their child is making good progress at this school* (S2004)	90%	94%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	94%	93%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school motivate their child to learn* (S2007)	87%	88%	94%
teachers at this school treat students fairly* (S2008)	83%	75%	94%
they can talk to their child's teachers about their concerns* (S2009)	93%	94%	94%
this school works with them to support their child's learning* (S2010)	90%	94%	94%
this school takes parents' opinions seriously* (S2011)	89%	94%	80%
student behaviour is well managed at this school* (S2012)	74%	88%	75%
this school looks for ways to improve* (S2013)	96%	81%	88%
this school is well maintained* (S2014)	97%	88%	88%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	93%	95%	94%
they like being at their school* (S2036)	88%	92%	84%
they feel safe at their school* (S2037)	84%	89%	83%
their teachers motivate them to learn* (S2038)	95%	98%	99%
their teachers expect them to do their best* (S2039)	96%	99%	95%
their teachers provide them with useful feedback about their school work* (S2040)	93%	93%	94%
teachers treat students fairly at their school* (S2041)	83%	91%	86%
they can talk to their teachers about their concerns* (S2042)	83%	89%	88%
their school takes students' opinions seriously* (S2043)	84%	92%	86%
student behaviour is well managed at their school* (S2044)	75%	80%	74%
their school looks for ways to improve* (S2045)	95%	96%	94%
their school is well maintained* (S2046)	88%	93%	87%
their school gives them opportunities to do interesting things* (S2047)	95%	97%	94%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		83%	86%
they feel that their school is a safe place in which to work (S2070)		76%	82%
they receive useful feedback about their work at their school (S2071)		83%	84%
students are encouraged to do their best at their school (S2072)		96%	100%
students are treated fairly at their school (S2073)		85%	90%
student behaviour is well managed at their school (S2074)		55%	72%
staff are well supported at their school (S2075)		73%	78%
their school takes staff opinions seriously (S2076)		86%	82%
their school looks for ways to improve (S2077)		99%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
their school is well maintained (S2078)		92%	92%
their school gives them opportunities to do interesting things (S2079)		83%	86%

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

'Agree' represents the 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.

Involving parents in their child's education

During first term of 2014, a copy of the School Improvement Agenda was sent home to all parents to inform them of the priorities of the school.
Every term, newsletters from teachers in each year level are compiled and these are sent home to parents advising them of what students will be learning that term and passing on information about important events that are scheduled for that term.
At the end of each term, members of the admin make positive phone calls to parents outlining the contribution students have made to the class and the improvement they have made.
Parent/teacher interviews are conducted in Terms 1&3 of each year Curriculum displays in the admin foyer provide information on curriculum across the school. Weekly newsletters contain articles from Regular parent/community workshops and information sessions are held for parents and these are conducted by specialist staff, including guidance officers, speech language pathologist, support teachers, visiting health specialists.
Staff regularly attend specialist medical appointments with parents to assist them to get the most out of these visits.
Parents experiencing difficulties with their children are supported by the guidance officer to gain entrance into a number of community-based support programs
Volunteer parents and community members are involved in such programs as Support-a-Reader and Reading Rockets and school excursions.
Our Indigenous community advisor maintains close contact with Indigenous parents and provides additional information to parents as well as important feedback to admin re concerns and issues that may emerge from time to time. Our Pan-Pacific teacher aide provides a similar role for Pan-Pacific parents and prepares students for public cultural performances.
The P&C Association meetings are well attended and the committee has oversight of the tuckshop and book and uniform shop. A number of P&C members are on school committees. Their involvement in these areas is well appreciated.
A number of parents/volunteers complete their Cert 3 teacher aide practical experience under the supervision of an experienced senior teacher

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.
All staff and students are encouraged to recycle paper and cardboard which is collected by a paper recycling company on regular basis. The upper school participate in a gardening program as an extra-curricular activity and sell their produce to continually fund this program. Curriculum units have an environment focus on topics such as clean water, climate change and diminishing resources.
Staff and students are encouraged to print only when necessary and to report dripping taps, leaking toilets etc.
Staff are required to turn off lights and fans when their rooms are not in use. Solar panels have been installed as part of the National Solar Schools Program. As a whole school we are consciously working to reduce paper consumption.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	161,024	7,448
2012-2013	163,302	3,213
2013-2014	162,404	12,108

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.
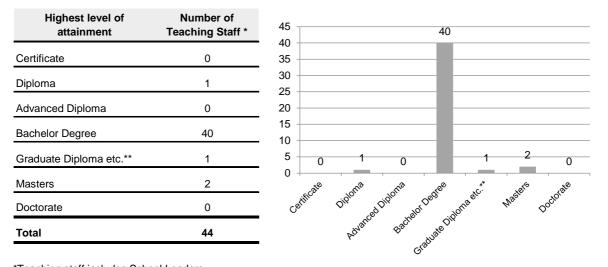
Our staff profile

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2014 census.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	44	31	<5
Full-time equivalents	39	21	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	40
Graduate Diploma etc.**	1
Masters	2
Doctorate	0
Total	**44**

*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 2014 were $21 705

The total funds expended on teacher professional development in 2013 were $ 20 321

The major professional development initiatives are as follows:

- Flying Start program
- Development and implementation of Pedagogical Framework
- Implementing the Australian Curriculum in History
- Maths coaching
- Essential skills in classroom management
- Staff induction
- Collaborative curriculum development
- Professional discussions with school administrators
- Increased applications of One School functionalities
- Data analysis and further development of monitoring guides
- CARS and STARS comprehension program
- Performance development planning
- Cognitive coaching
- Language development in early childhood settings
- Hattie's Visible Learning
- Peer Mentoring across P-3 and Years 4-7
- Mentoring Beginning Teachers Program
- Fierce Conversations

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2014 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

[   ] 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 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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	88%	89%

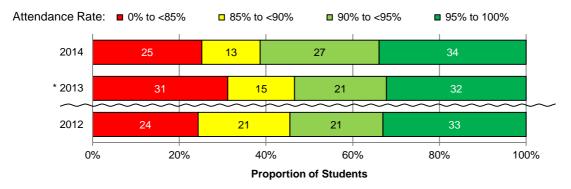The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	90%	90%	89%	88%	87%	91%	86%					
2013	87%	89%	88%	88%	89%	89%	86%					
2014	89%	90%	89%	89%	87%	88%	89%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	25	13	27	34
* 2013	31	15	21	32
2012	24	21	21	33

0%   20%   40%   60%   80%   100%
Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

All class rolls are marked twice per day in accordance with DET policies. Students arriving late to school are signed in at the office and this is recorded as a half-day absence on rolls if the student arrives after 11:00am. Students who leave before 1:00pm are recorded as a half-day absence also. A full day absence is recorded if the student is not in attendance for both roll markings. The type of absence is recorded in line with policy requirements.
Rolls are checked weekly by office staff and a school administrator and phone calls are made to parents after three consecutive unexplained absences. If there is no satisfactory explanation given by parents or guardians, letters are sent home to parents and these are followed-up by members of the school administration. At times, cultural liaison officers are also involved in this process. Notes are sent home each week for any unexplained absences and adjustments to the rolls are made accordingly.
The school works proactively through a whole school approach to encourage regular attendance by awarding House Cup points for attendance each week and these contribute to the overall points accrued each fortnight for the House Cup Assembly.

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.

Queensland
Government

Achievement – Closing the Gap

There were 90 indigenous students enrolled at Deception Bay North State School in 2014. As a percentage of total enrolments, indigenous students made up 15.3% of the student population in August, an increase of 1.1% from 2013.

There were increased progressive enrolments in 2013-2014 from Prep to Year 1 (101.2%), Years 1 to 2 (110.3%) and Years 2 to 3 (105.7%). The progression rates dropped in Years 3 to 4 (98.7%), Years 4 to 5 (90.1%) and Years 5 to 6 (93.8%). These rates are predominantly higher than previous years with more indigenous students staying on at school which is reflected in the increase in total enrolments.

There has been a slight increase in the attendance rate for indigenous students from 2013-2014 by 0.3%. Indigenous students had an average attendance rate of 82.8%, which was lower than the non-indigenous students' rate of 89.1%. The proportion of indigenous students with 100% attendance maintained at 5% from 2013 to 2014. The percentage of indigenous students with an attendance rate >85% was 58.8%. There was a decrease in the proportion of indigenous students with an attendance rate of <85% from 47.4% in 2013 to 41.2% in 2014.

The Closing the Gap NAPLAN data for 2014 showed that the general trend is a closing of the gap between indigenous and non-indigenous students. This is particularly evident in Year 3 with substantial decreases in the gap for reading, writing, spelling and grammar and punctuation.

The Closing the Gap data also shows that the longer that students stay at the school, the smaller the gap becomes. The Year 5 cohort for 2014 showed a closing of the Gap in all areas with good results in reading, writing and grammar and punctuation, when compared to their 2012 Year 3 results. The students sitting the Year 7 test in 2014 showed improvement in all areas with good results in grammar and punctuation when compared to their Year 5 results in 2012.