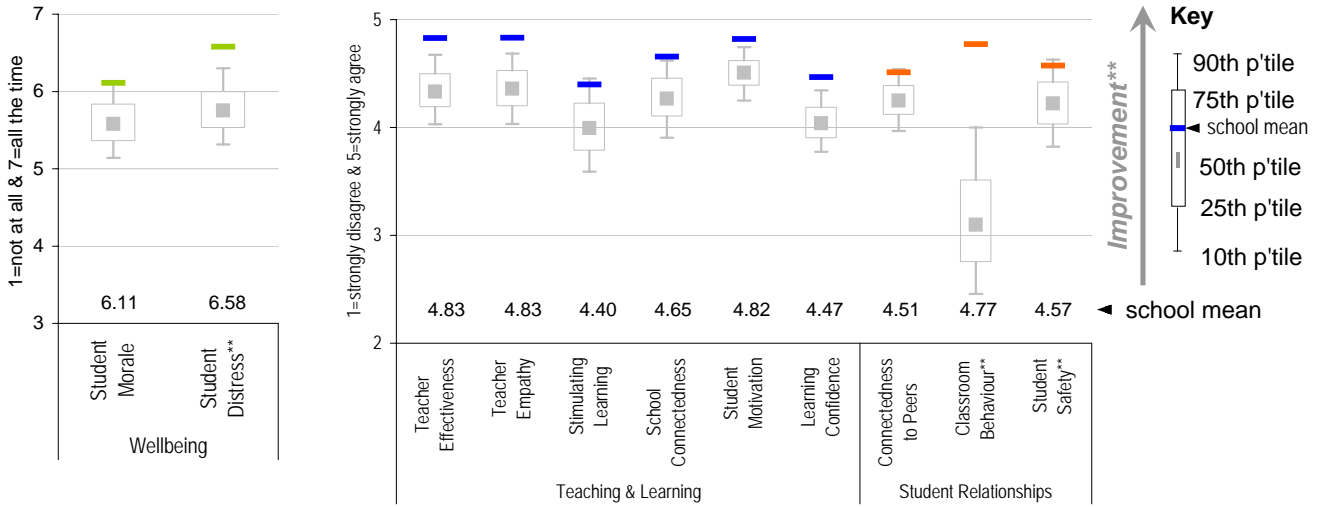
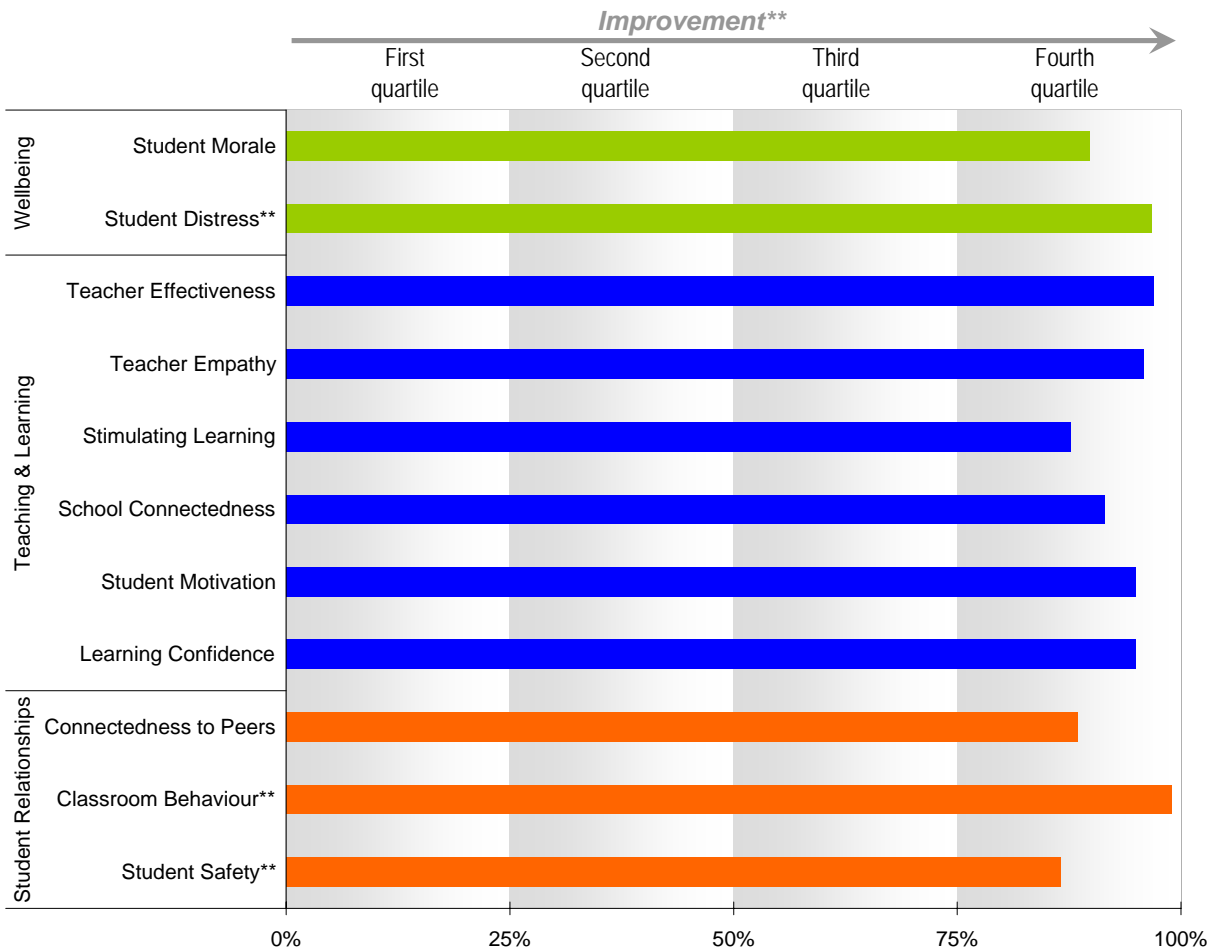


School: Oxley Primary School (1399)
 Number of students:^^ 22 students, 8 males, 14 females

School means plotted against distribution of all schools with Year 5-6 students



Your school's Strengths and Weaknesses relative to all schools with Year 5-6 students^^^



^^ ** *** See last pages for notes and "Guide to Interpretation".

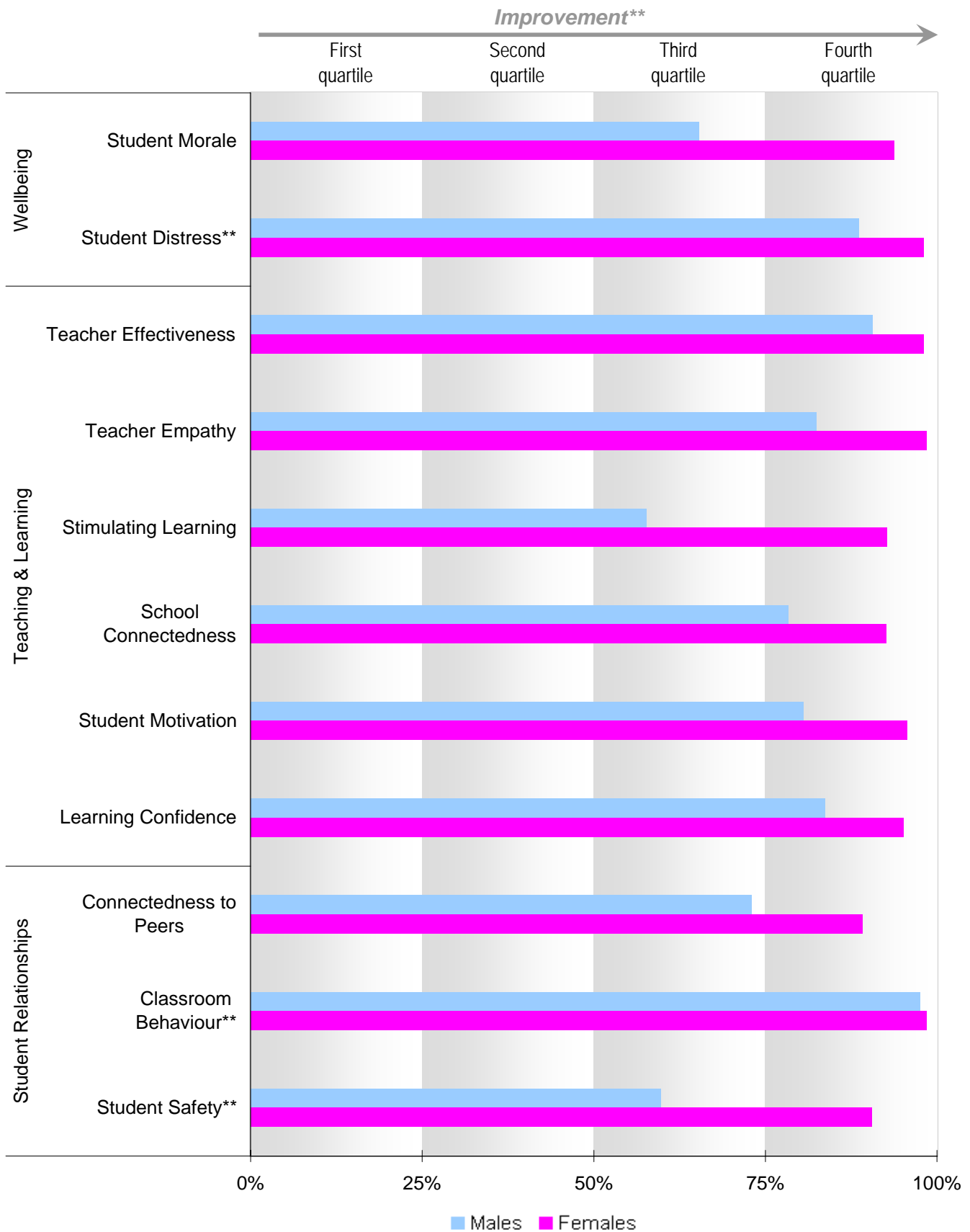
^^^ School means as percentage ranks*** plotted against all schools with Year 5-6 students.

The percentage rank charts should only be used to guide interpretations of your school's **relative strengths and weakness**. They should not be used as an accountability mechanism or to track longitudinal changes (only mean scores should be used for that purpose). These charts provide a way to diagnose your school's climate and to focus improvement strategies.

School: Oxley Primary School (1399)

Number of students: 8 males, 14 females

Your school's Strengths and Weaknesses relative to all schools with Year 5-6 students, by gender^{^^}

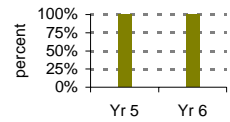


^{^^} ^{**} ^{***} N/A See last pages for notes and "Guide to Interpretation".

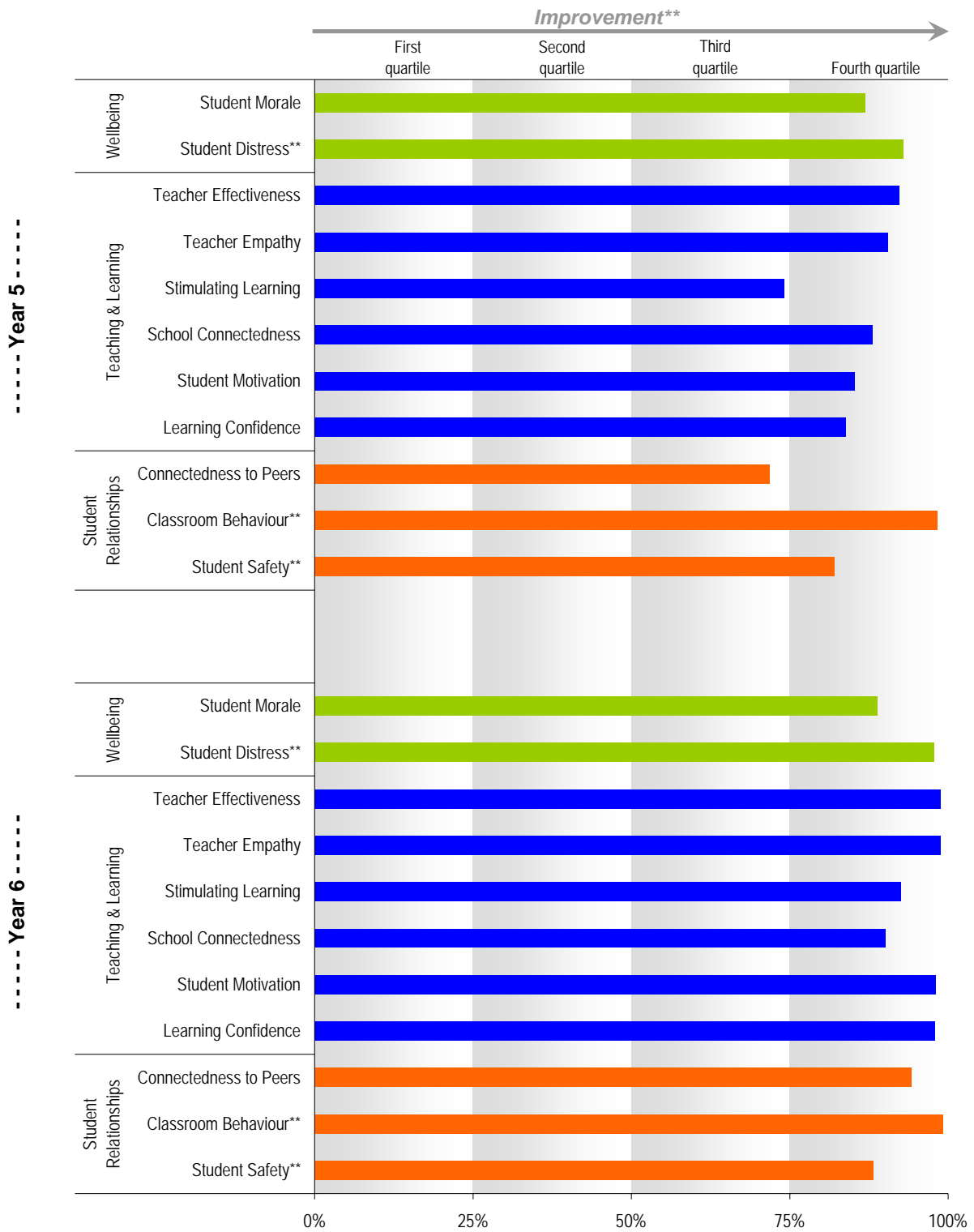
^{^^} School means as percentage ranks^{***} plotted against all schools with Year 5-6 students.

School: Oxley Primary School (1399)

Participation rate* by year level



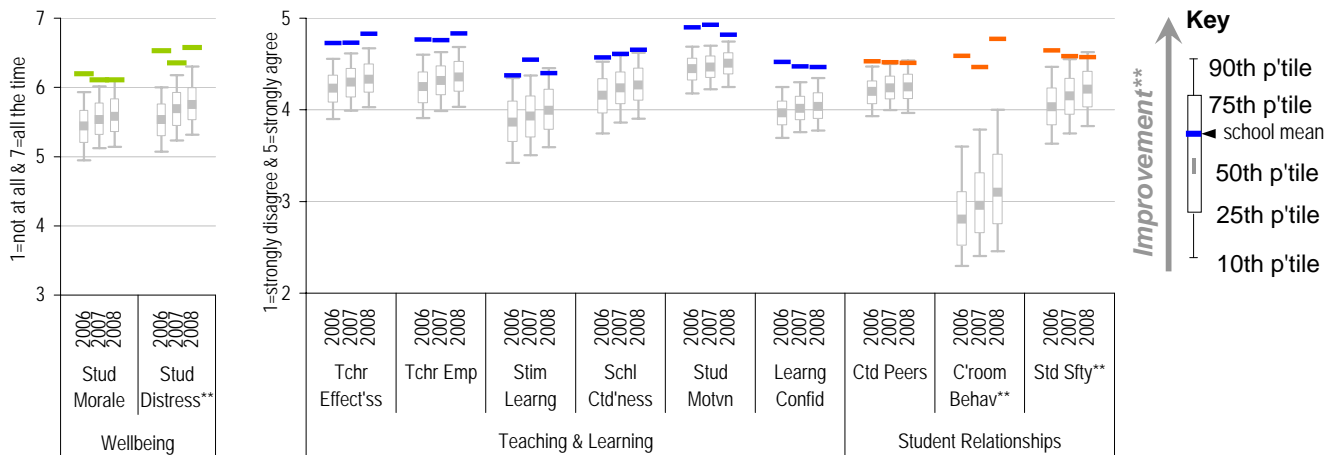
Your school's Strengths and Weaknesses relative to all schools with Year 5-6 students^^^



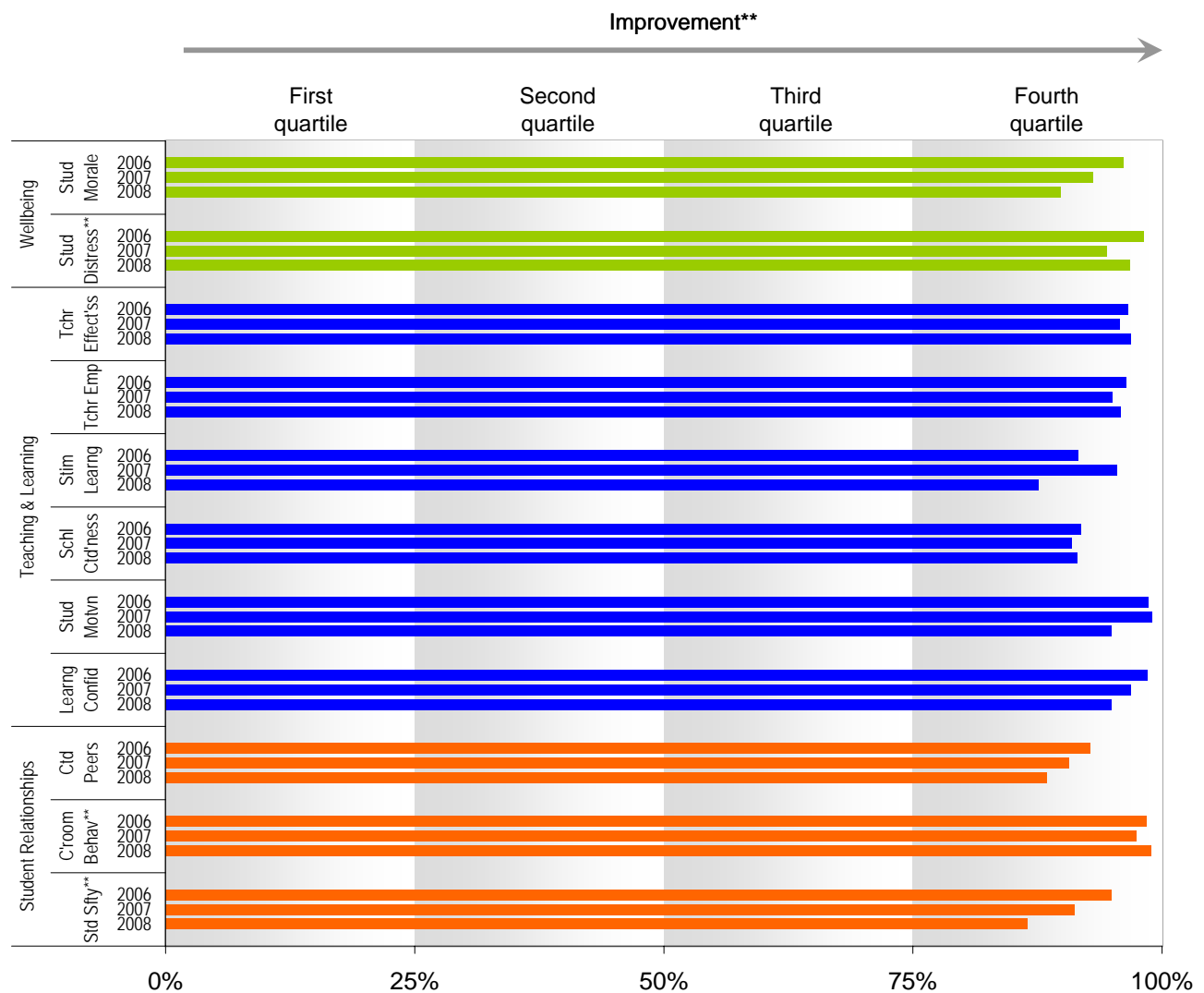
* Participation rate (approximate)
 = (number of students who completed a questionnaire) / (number of FTE enrolments recorded in February School Census).
 ** *** N/A See last pages for notes and "Guide to Interpretation".
 ^^ School means as percentage ranks*** plotted against all schools with Year 5-6 students.

School: Oxley Primary School (1399)

School means plotted against distribution of all schools with Year 5-6 students^



Your school's Strengths and Weaknesses relative to all schools with Year 5-6 students^ ^^^

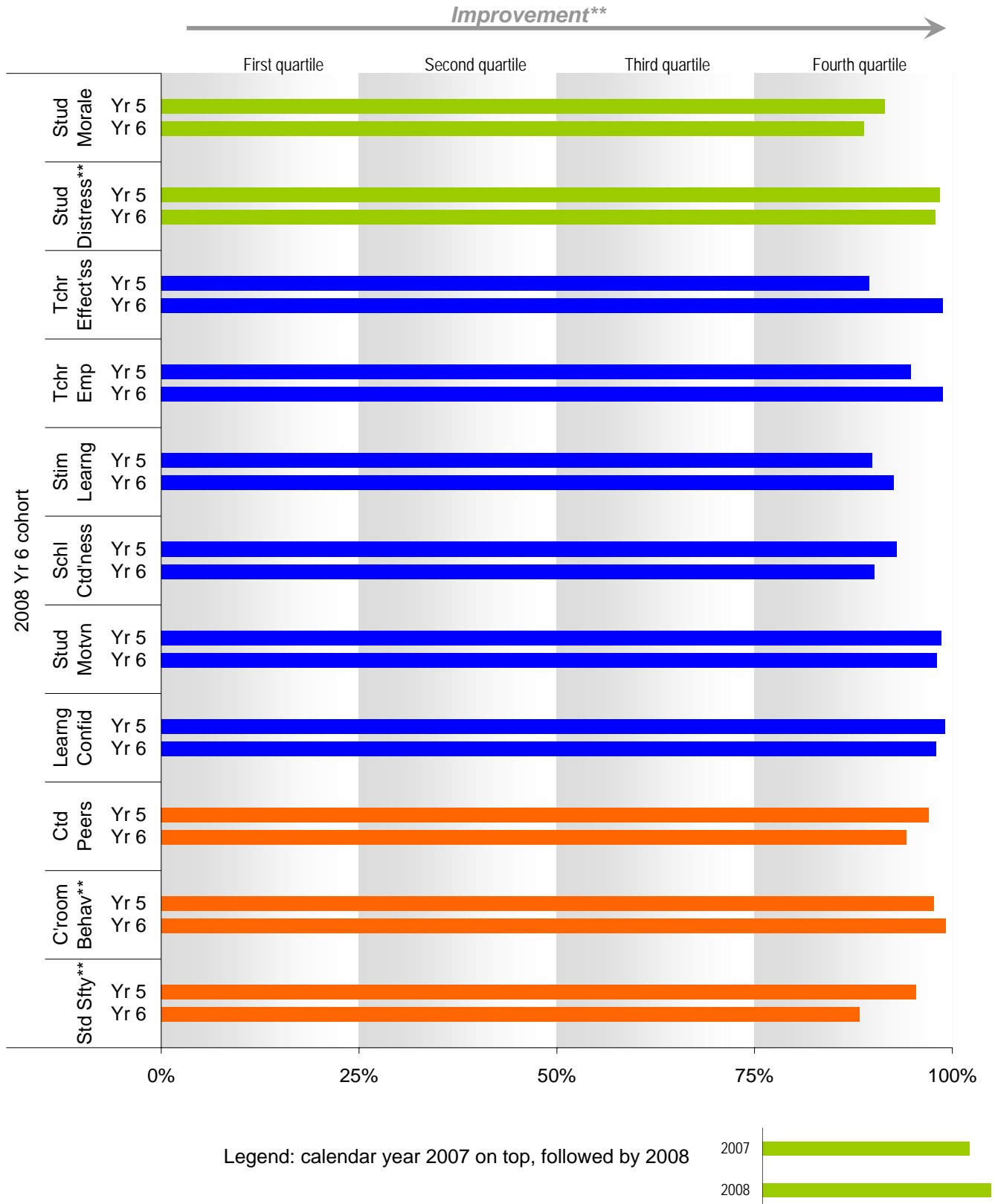


^ ** *** N/A See last pages for notes and "Guide to Interpretation".

^^^ School means as percentage ranks*** plotted against all schools with Year 5-6 students.

School: Oxley Primary School (1399)

Your school's Strengths and Weaknesses relative to all schools with Year 5-6 students^{^^}

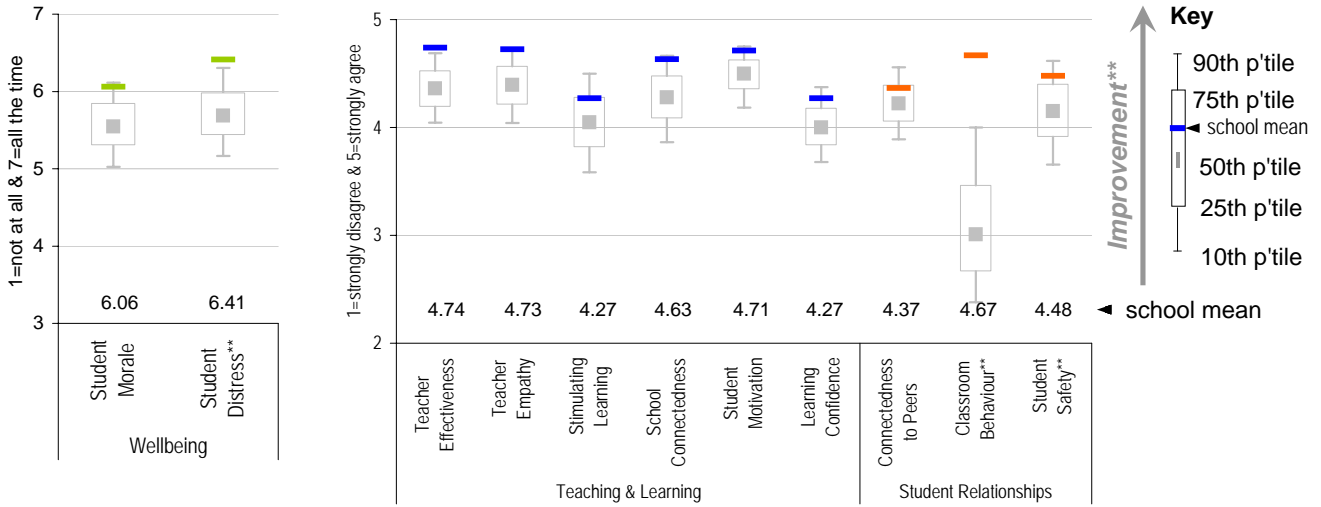


** *** N/A See last pages for notes and "Guide to Interpretation".

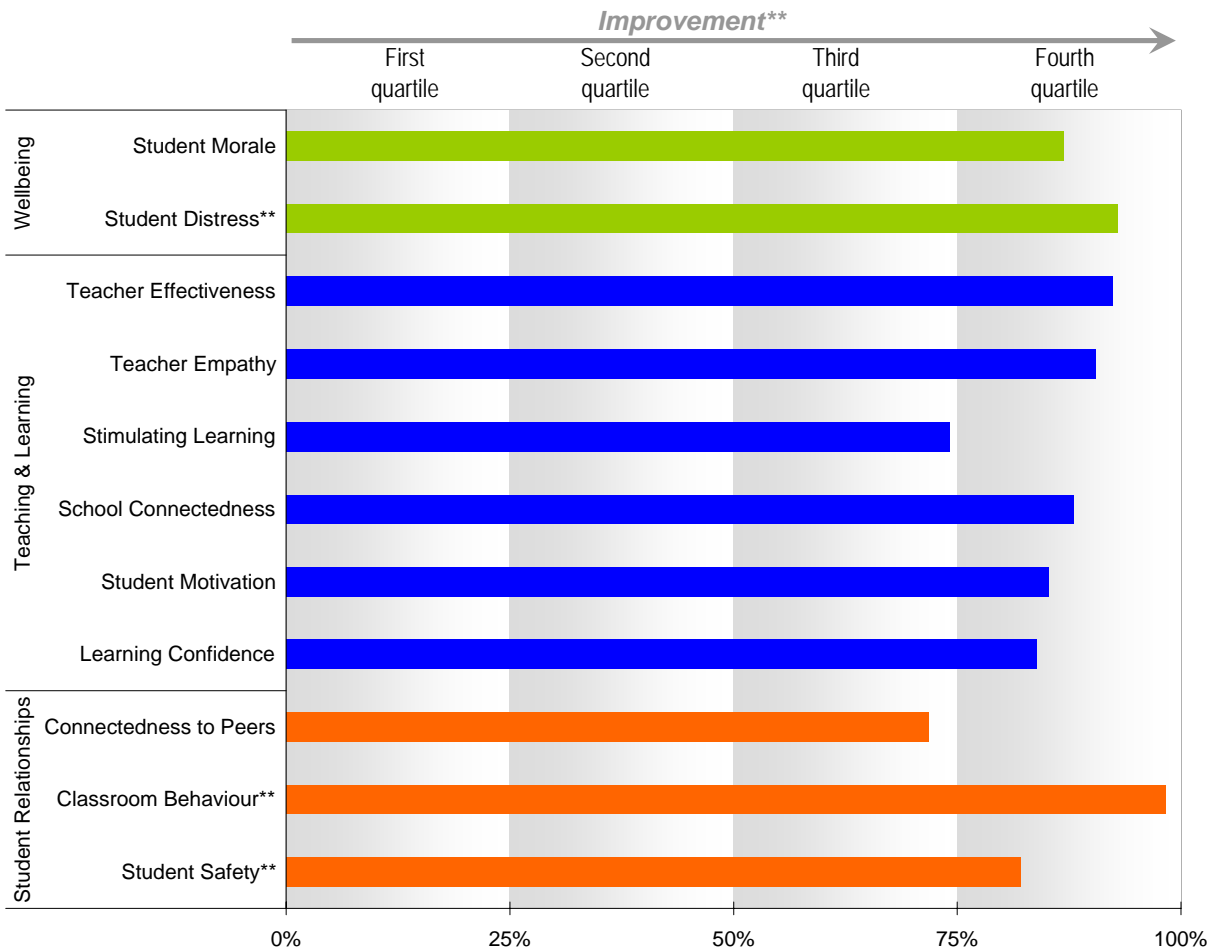
^{^^} School means as percentage ranks^{***} plotted against all schools with Year 5-6 students.

School: Oxley Primary School (1399)
 Number of students:^^ 13 students, 7 males, 6 females

School means plotted against distribution of all schools with Year 5 students



Your school's Strengths and Weaknesses relative to all schools with Year 5 students^^^



^^ ** *** See last pages for notes and "Guide to Interpretation".

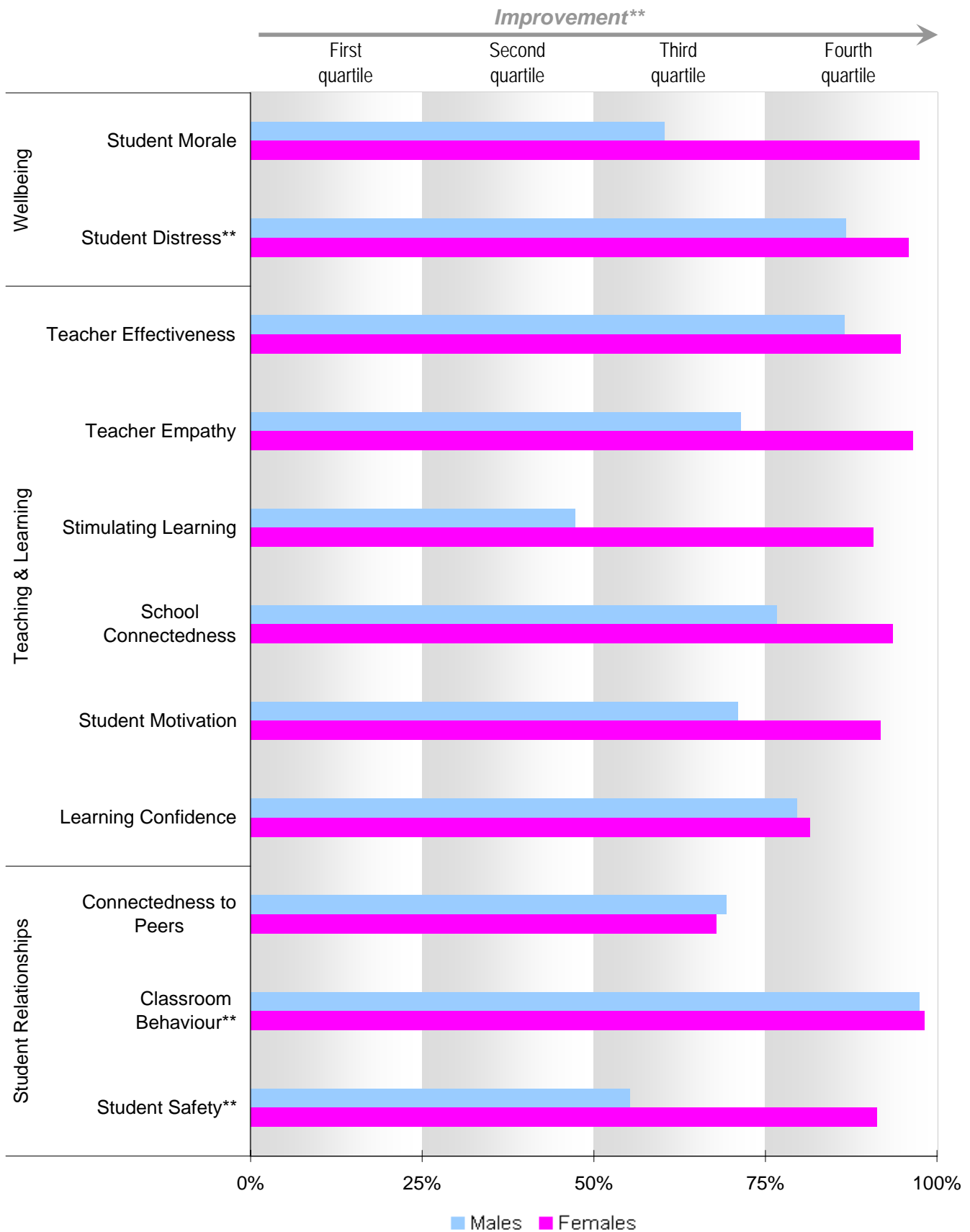
^^^ School means as percentage ranks*** plotted against all schools with Year 5 students.

The percentage rank charts should only be used to guide interpretations of your school's **relative strengths and weakness**. They should not be used as an accountability mechanism or to track longitudinal changes (only mean scores should be used for that purpose). These charts provide a way to diagnose your school's climate and to focus improvement strategies.

School: Oxley Primary School (1399)

Number of students: 7 males, 6 females

Your school's Strengths and Weaknesses relative to all schools with Year 5 students, by gender

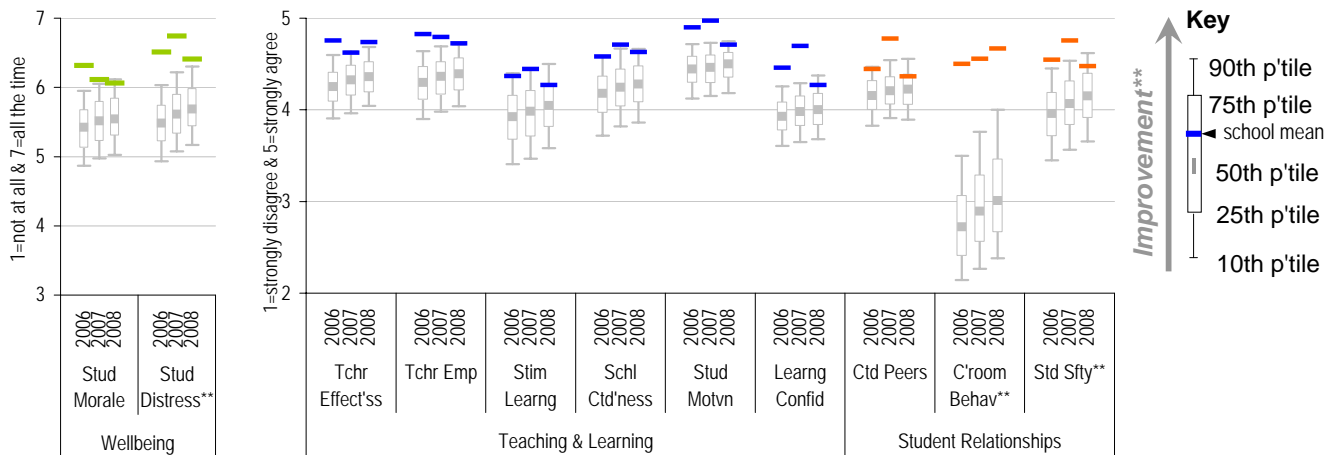


^^ ** *** N/A See last pages for notes and "Guide to Interpretation".

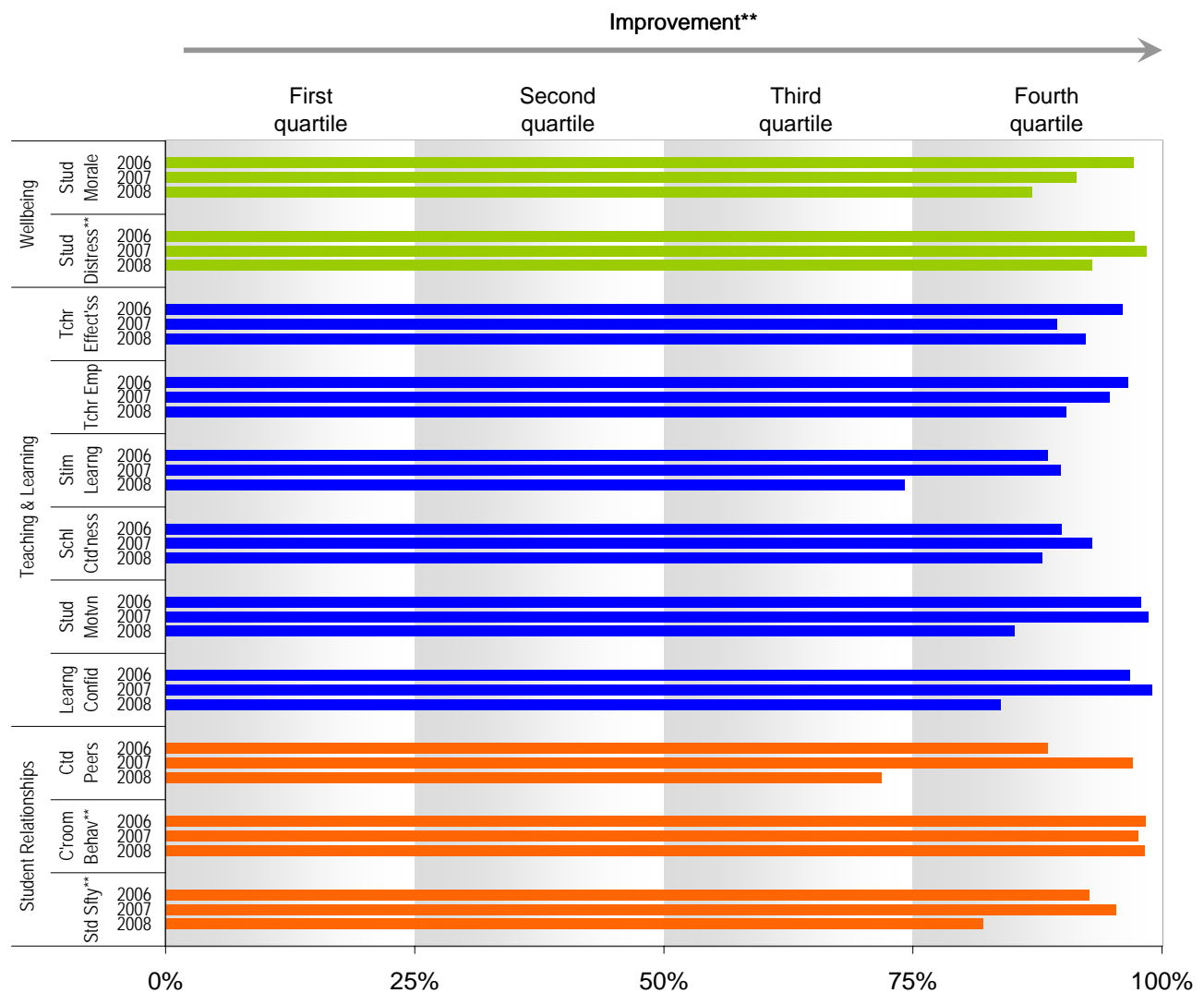
^^^ School means as percentage ranks*** plotted against all schools with Year 5 students.

School: Oxley Primary School (1399)

School means plotted against distribution of all schools with Year 5 students^



Your school's Strengths and Weaknesses relative to all schools with Year 5 students^ ^^

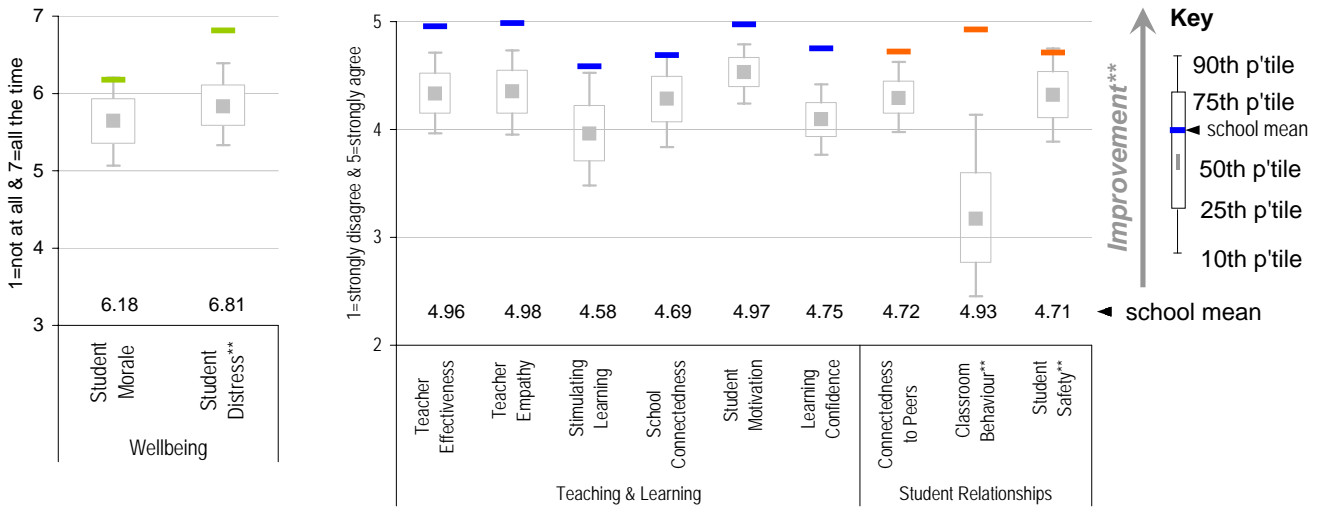


^ ** *** N/A See last pages for notes and "Guide to Interpretation".

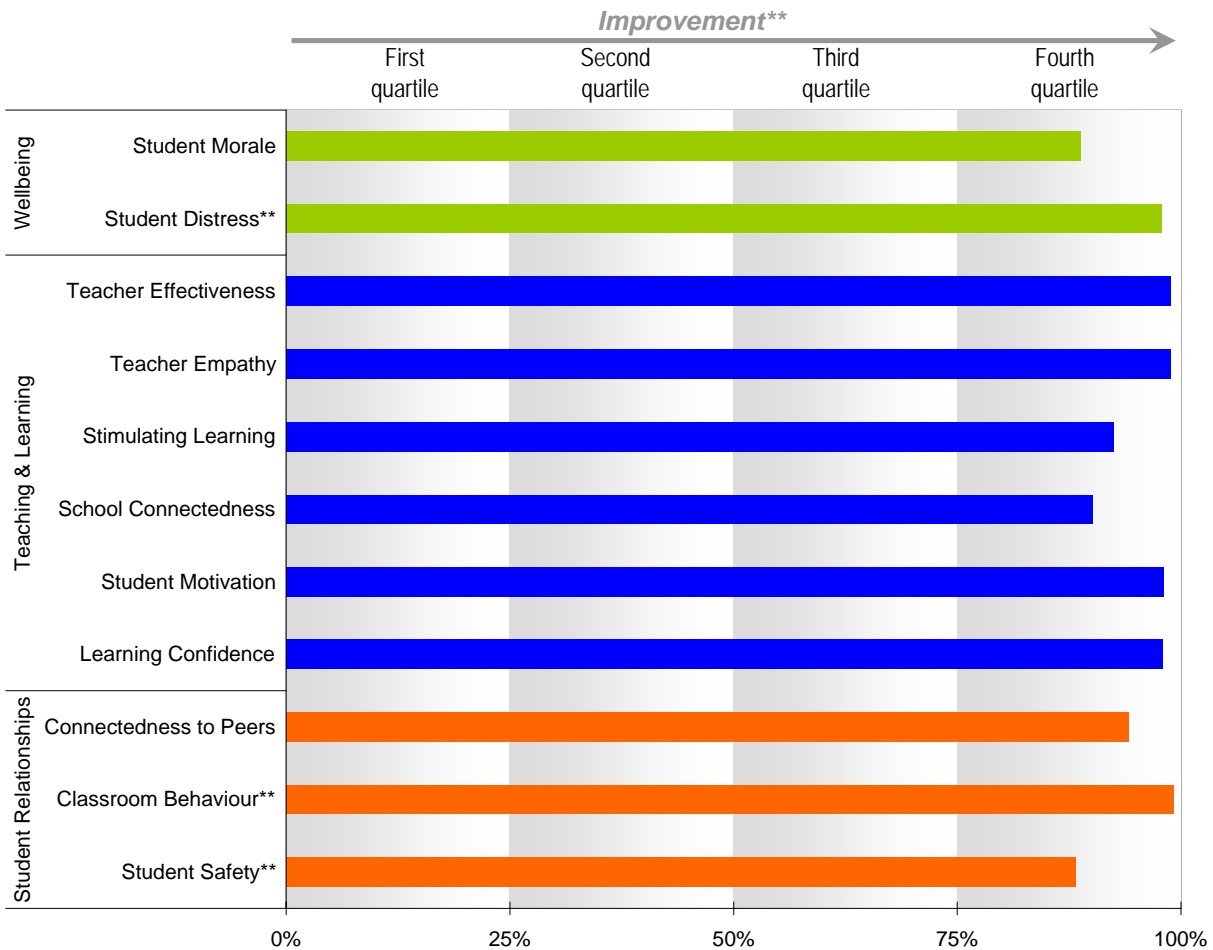
^^ School means as percentage ranks*** plotted against all schools with Year 5 students.

School: Oxley Primary School (1399)
 Number of students:^^ 9 students, 1 males, 8 females

School means plotted against distribution of all schools with Year 6 students



Your school's Strengths and Weaknesses relative to all schools with Year 6 students^^^



^^ ** *** See last pages for notes and "Guide to Interpretation".

^^^ School means as percentage ranks*** plotted against all schools with Year 6 students.

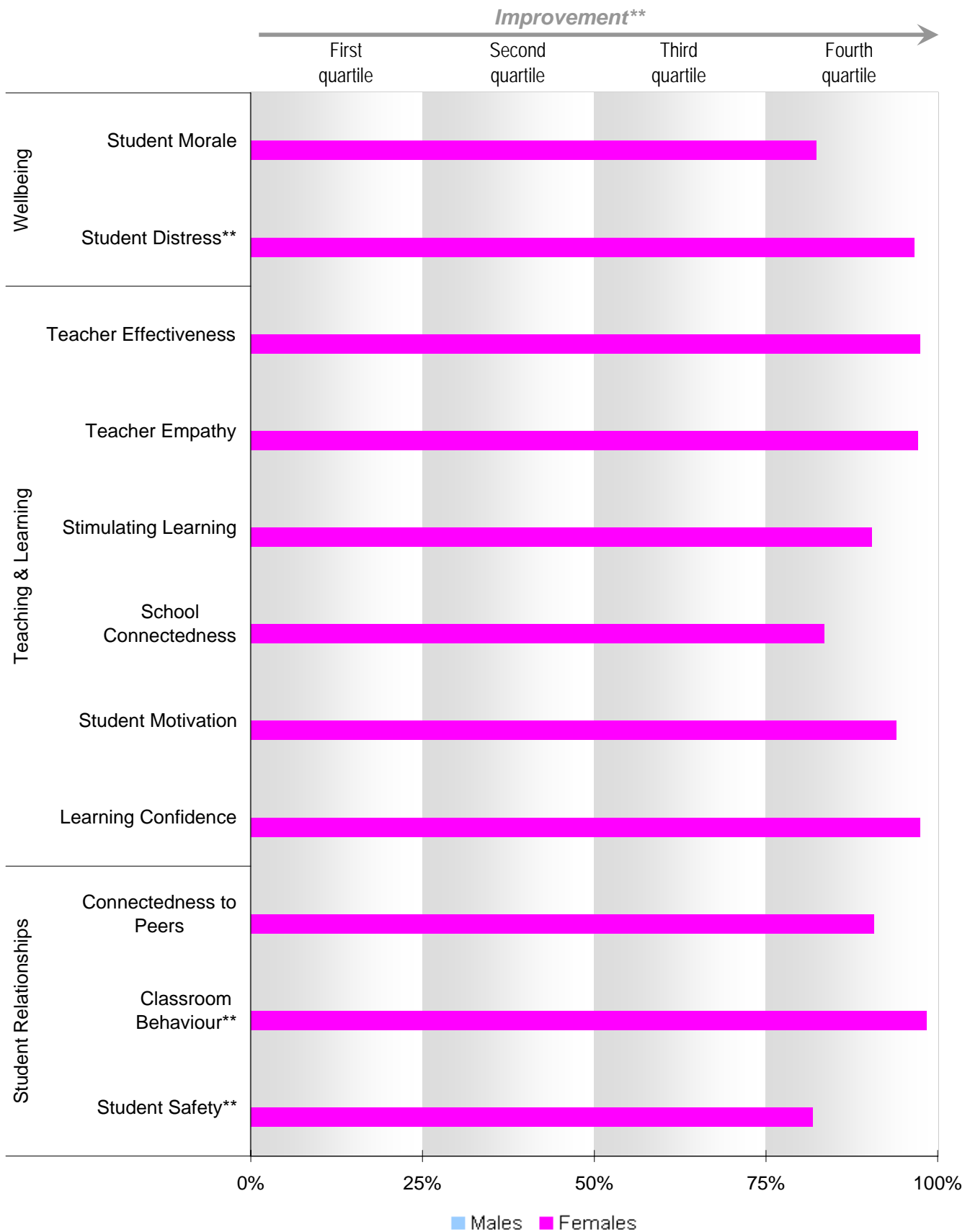
The percentage rank charts should only be used to guide interpretations of your school's **relative strengths and weakness**. They should not be used as an accountability mechanism or to track longitudinal changes (only mean scores should be used for that purpose). These charts provide a way to diagnose your school's climate and to focus improvement strategies.

School: Oxley Primary School (1399)

Number of students: 1 males, 8 females

Note: For confidentiality reasons, results are not provided where cohort is <2.

Your school's Strengths and Weaknesses relative to all schools with Year 6 students, by gender

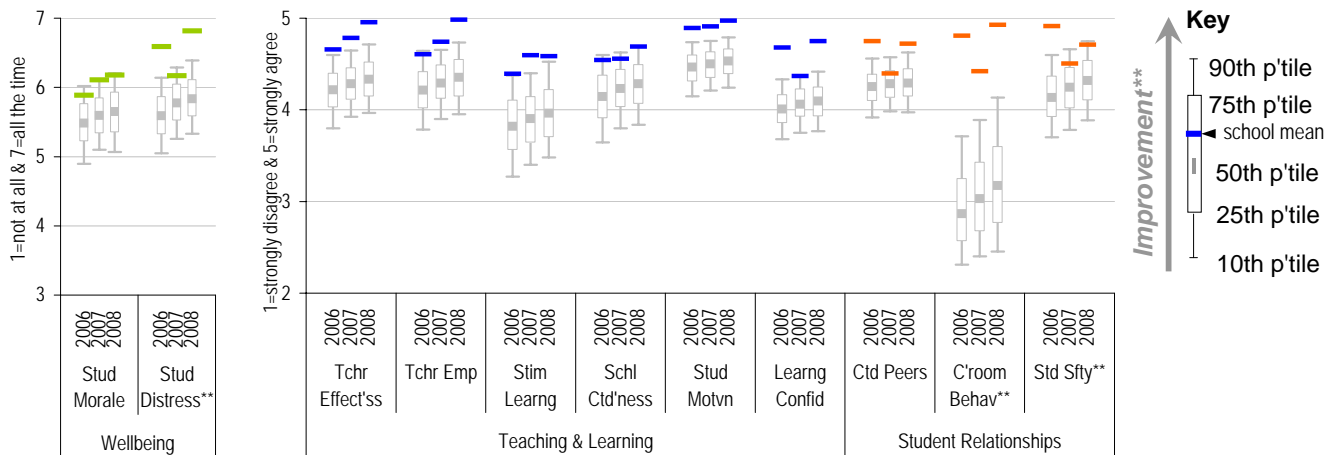


^^ ** *** N/A See last pages for notes and "Guide to Interpretation".

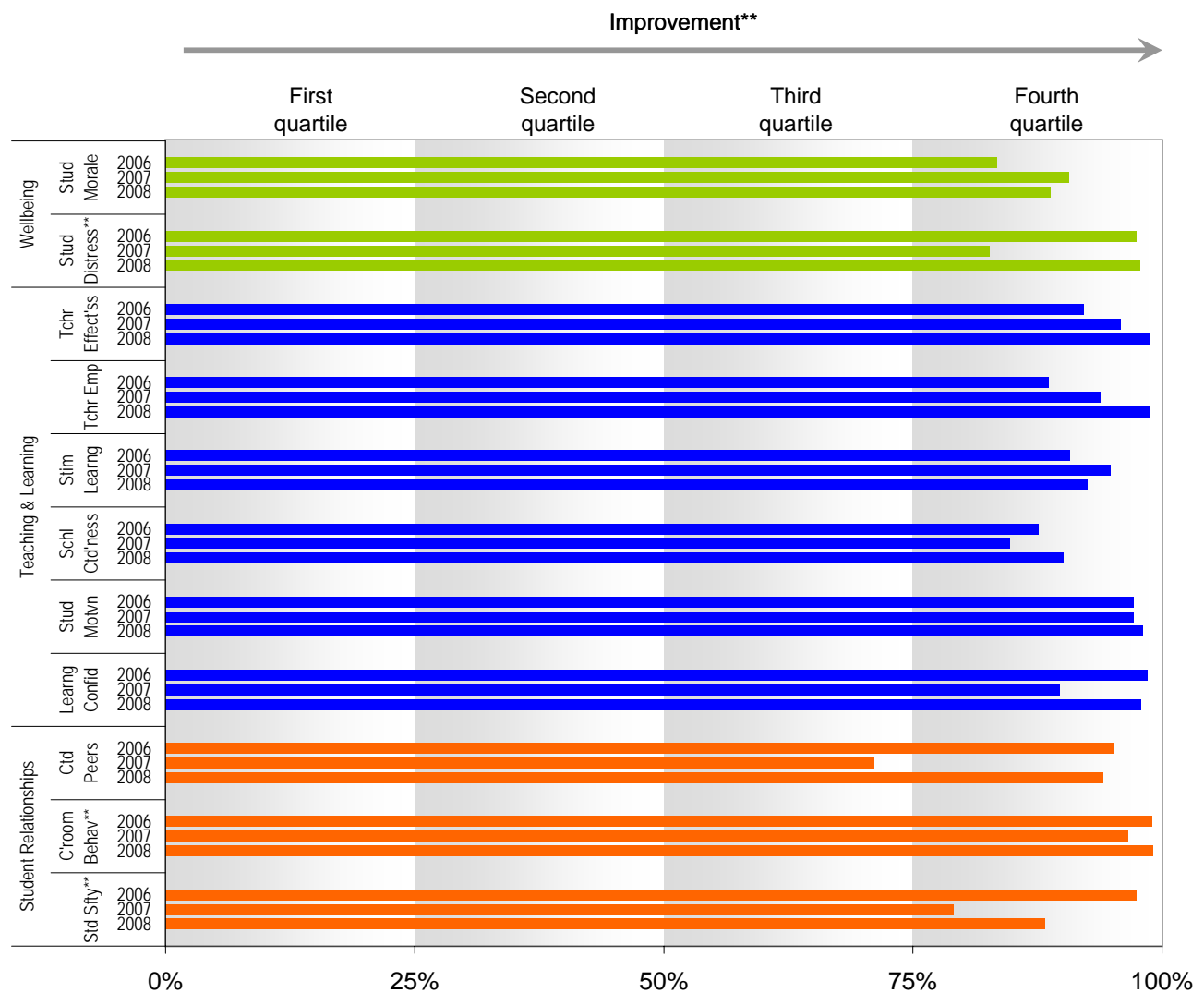
^^^ School means as percentage ranks*** plotted against all schools with Year 6 students.

School: Oxley Primary School (1399)

School means plotted against distribution of all schools with Year 6 students^



Your school's Strengths and Weaknesses relative to all schools with Year 6 students^ ^^^



^ ** *** N/A See last pages for notes and "Guide to Interpretation".

^^^ School means as percentage ranks*** plotted against all schools with Year 6 students.

Things to keep in mind:

- Don't get bogged down in the detail. Look for main story the data is telling - the 'big picture'.
- Try to describe the data in terms of your school's relative strengths and weaknesses in each area: Teaching and Learning, Student Relationships and Wellbeing.
- As much as possible, engage staff and students in the interpretation process. Involving people will not only help to make sense of the data, but will build ownership in the actions proposed for improvement.

- Generally data can be examined in two ways:

1) Using absolute scores (school means) to a) monitor over time, and b) specify targets (see page on 'Setting targets').

2) Using percentage ranks to

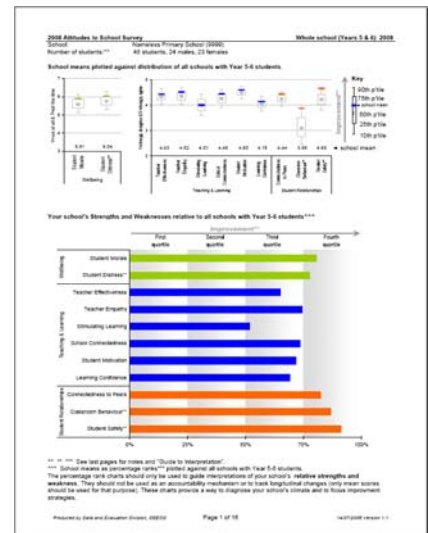
a) compare with other schools. Overall, what do the percentage ranks say about students' perceptions of school? Relative to students in other schools, how favourably do students perceive their school (based on the quartiles)?

b) identify strengths and weaknesses. What are the relative strengths (the relatively higher scoring factors) and weaknesses (relatively lower scoring factors) identified by the data. E.g., is student motivation a real strength (fourth quartile, say) and safety a relative weakness (second quartile for example)?

Using these suggestions, here is a question-by-question guide, showing relevant pages, you could use to help interpret your report.

Question 1: (Whole School) Overall, what do students think of this school?

- On the first page, look at the percentage rank chart and keep in mind that "a high percentage rank is a good percentage rank". Similarly, "a high quartile is a good quartile".
- Overall, do students perceive school favourably (based on the quartiles)?



Question 2: Overall, what is the students' level of wellbeing?

- On the same chart, look at the percentage ranks for the two Wellbeing factors (Student Morale and Student Distress).
- Is one factor noticeably higher than the other?
- Teaching and learning factors and student relationships impact on student wellbeing.

Question 3: What are the strengths and weaknesses in teaching and learning?

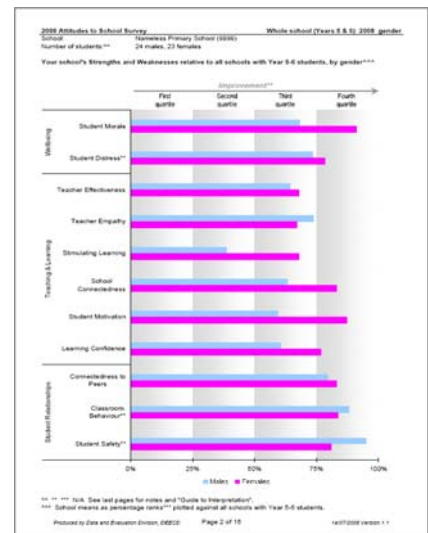
- On the same chart, look at the percentage ranks for the six Teaching & Learning factors.
- Overall, what do they say about students' opinions of the teaching and learning (based on the quartiles)?
- What are the relative strengths and weaknesses?

Question 4: What are the strengths and weaknesses in student relationships?

- On the same chart, look at the percentage ranks for the three Student Relationship factors. Overall, what do students think about their relationships with other students (based on the quartiles)?
- What are the relative strengths and weaknesses?

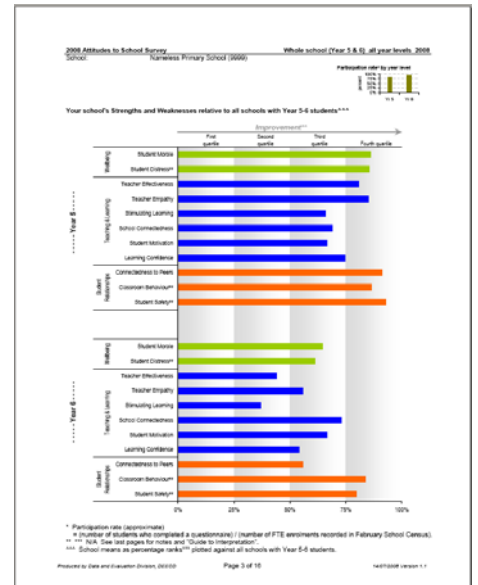
Question 5: (Gender) Are the strengths and weaknesses already identified different for males and females?

- Look at the second page. Look at the results for the boys only. What are the strengths and weaknesses according to boys? Now look at the results for the girls only. What are the strengths and weaknesses for the girls? Are the strengths and weaknesses the same? Does one gender have a particular strength/weakness? Note, don't get distracted by the difference between the boys and girls percentage rank for a particular factor.



Question 6: (Year levels) For 2008, do the students' overall views about school differ greatly between year levels?

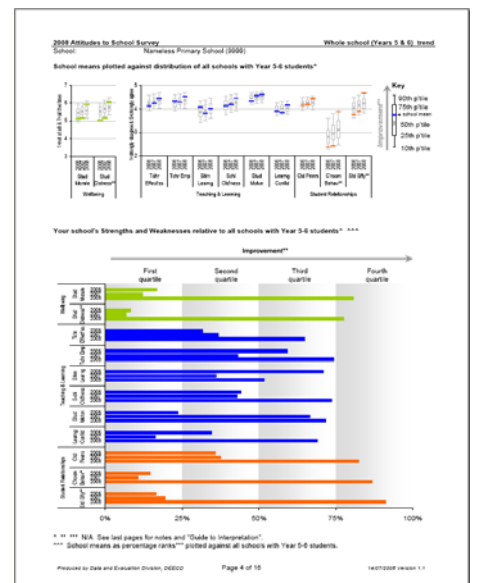
- Look at the third page. Are the overall levels of students' opinions (e.g. "first quartile", "second quartile", etc) very different for any one (or more) year levels? (Primary schools with years 5 & 6, secondary schools years 7-12.)



Question 7: (Trend) Have students' views improved (or declined) since last year?

- Look at the fourth page (Whole School Trend). While the percentage rank chart gives an indication of changes over time, the accurate way to monitor changes over time is to follow the trend in the mean scores plotted in the box and whisker chart.

- The trend chart contains data from 2006 to 2008. As the questionnaire changed significantly between 2005 and 2006, pre-2006 data are not included.



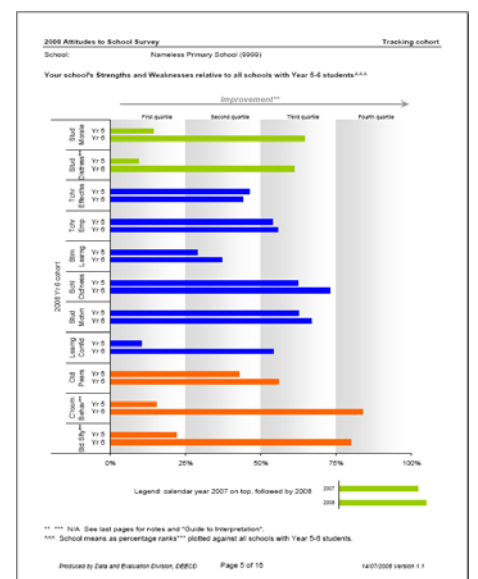
Question 8: (Tracking Cohorts) Are there any patterns observed across a particular cohort of students? Do you have any theories about a particular cohort of students? For example, that there is an ongoing student safety issue with the 2008 Year 6 cohort?

- Look at the fifth page (Tracking Cohorts - primary schools with year 6, secondary schools with years 8-12). Test any theories you might have to see if they're supported by the data. Also, look for any very obvious patterns. For example, as students progress through the year levels, do they become more motivated?

NB. The remaining pages in the report contain similar charts, but for each year level. The same process (Questions 1 to 5, and Question 7) can be used to interpret these charts.

Question 9: How does the data fit together?

- While stepping through this process, aim to identify two or three major themes. They could be the school's key strengths, clear areas for improvement, or a particular group of students needing additional support. How do these themes link up? How do they relate to your school's goals, or to other performance data? Are there existing improvement efforts, articulated through the School Strategic Plan or Annual Implementation Plan, that can be tapped into? In some cases, it may be necessary to seek further information from students and staff about how to best tackle any areas of relative weakness, however such further investigations shouldn't generally be undertaken across all the domains measured by the survey - identify a focus first before committing resources to improvement.



To set targets in your School Strategic Plan or Annual Report, use the school mean. To select an appropriate mean, consider your percentage rank, approximately what percentage rank you would like to aim for, and examine the table below to equate percentage ranks with school means.

For example, let's say we've looked at our percentage ranks for years 5 & 6 and decided that Student Safety (with a school mean of 3.89 and percentage rank of 13%) is our school's main weakness, since almost all the other factors have a percentage rank around 50%. Therefore, we plan to include improving student safety in our School Strategic Plan as a goal. To set a target for student safety, we need to consider how far we can improve in the four-year strategic planning period. Let's say we would like to aim for our student safety percentage rank to be around 50%, similar to our current standing on the other factors. Therefore, looking at the table below, our target for the Student Safety mean might be 4.22. We will need to consider whether this is realistic in the four-year time framework. To decide whether this target would be realistic, schools may wish to seek further assistance from regions.

2008 benchmarks for distributions of all schools with years 5 & 6 students

	10th p'tile	25th p'tile	50th p'tile	75th p'tile	90th p'tile
Year 5					
Student Morale	5.03	5.31	5.55	5.84	6.12
Student Distress	5.17	5.44	5.69	5.98	6.30
Teacher Effectiveness	4.04	4.19	4.36	4.52	4.69
Teacher Empathy	4.04	4.21	4.39	4.57	4.71
Stimulating Learning	3.58	3.82	4.05	4.28	4.50
School Connectedness	3.86	4.08	4.28	4.48	4.66
Student Motivation	4.18	4.35	4.50	4.63	4.75
Learning Confidence	3.68	3.84	4.00	4.18	4.38
Connectedness to Peers	3.89	4.06	4.22	4.39	4.56
Classroom Behaviour	2.38	2.67	3.01	3.46	4.00
Student Safety	3.66	3.91	4.15	4.40	4.62
Year 6					
Student Morale	5.07	5.35	5.65	5.93	6.21
Student Distress	5.33	5.58	5.83	6.11	6.39
Teacher Effectiveness	3.96	4.15	4.33	4.52	4.71
Teacher Empathy	3.95	4.15	4.35	4.55	4.73
Stimulating Learning	3.48	3.70	3.96	4.22	4.52
School Connectedness	3.84	4.07	4.28	4.49	4.69
Student Motivation	4.24	4.39	4.53	4.67	4.79
Learning Confidence	3.77	3.93	4.10	4.25	4.42
Connectedness to Peers	3.97	4.15	4.29	4.45	4.63
Classroom Behaviour	2.45	2.77	3.17	3.60	4.14
Student Safety	3.89	4.11	4.32	4.54	4.75
Years 5 & 6					
Student Morale	5.14	5.36	5.58	5.84	6.11
Student Distress	5.32	5.53	5.75	6.00	6.30
Teacher Effectiveness	4.03	4.19	4.33	4.50	4.67
Teacher Empathy	4.03	4.20	4.36	4.53	4.69
Stimulating Learning	3.59	3.79	3.99	4.23	4.46
School Connectedness	3.90	4.10	4.27	4.46	4.62
Student Motivation	4.25	4.39	4.51	4.62	4.75
Learning Confidence	3.77	3.90	4.04	4.19	4.35
Connectedness to Peers	3.97	4.12	4.25	4.39	4.54
Classroom Behaviour	2.46	2.75	3.10	3.51	4.00
Student Safety	3.82	4.03	4.22	4.42	4.63

Wellbeing

Student Morale: The extent to which students feel positive at school

- I feel positive at school
- I feel cheerful at school
- I feel relaxed at school
- I feel happy at school
- I feel energised at school

Student Distress: The extent to which students feel negative at school

- I feel tense at school
- I feel negative at school
- I feel frustrated at school
- I feel depressed at school
- I feel uneasy at school
- I feel stressed at school

Teaching & Learning

Teacher Effectiveness: The extent to which teachers deliver their teaching in a planned and energetic manner

- My teachers are easy to understand
- My teachers put a lot of energy into teaching our class
- My teachers explain how we can get more information
- This school is preparing students well for their future
- My teachers are well prepared

Teacher Empathy: The extent to which teachers listen and understand student needs, and assist with student learning

- My teachers listen to what I have to say
- My teachers really want to help me learn
- My teachers provide help and support when it is needed
- My teachers are good at helping students with problems
- My teachers explain things to me clearly
- My teachers help me to do my best
- My teachers understand how I learn

Stimulating Learning: The extent to which teachers make learning interesting, enjoyable and inspiring

- My teachers make the work we do in class interesting
- My teachers make learning interesting
- My teachers are inspiring to listen to
- My teachers make school work enjoyable

School Connectedness: The extent to which students feel they belong and enjoy attending school

- I feel good about being a student at this school
- I like school this year
- I am happy to be at this school
- I feel I belong at this school
- I look forward to going to school

Student Motivation: The extent to which students are motivated to achieve and learn

- Doing well in school is very important to me
- Continuing or completing my education is important to me
- I try very hard in school
- I am keen to do very well at my school

Learning Confidence: The extent to which students have a positive perception of their ability as a student

- I am good at my school work
- I find it easy to learn new things
- I am a very good student
- I think I am generally successful at school

Student Relationships

Connectedness to Peers: The extent to which students feel socially connected and get along with their peers

- I get on well with other students at my school
- I am liked by others at my school
- I get on really well with most of my classmates
- My friends at school really care about me

Classroom Behaviour: The extent to which other students are not disruptive in class

- It's often hard to learn in class, because some students are really disruptive
- It's often hard to listen to the teacher in class, because other students are misbehaving
- The behaviour of some students in class makes it hard for me to do my work

Student Safety: The extent to which students feel they are safe from bullying and harassment

- I have been bullied recently at school
- I have been teased in an unpleasant way recently at my school
- Students are mean to me at this school
- I have been deliberately hit, kicked or threatened by another student recently
- Other students often spread rumours about me at my school

^ Given the significant change to the questionnaire between 2005 and 2006, historical data going back to 2006 only is provided.

^^ Some students did not fill in their year level, others didn't indicate their gender. Where the gender was omitted, the questionnaires were included in the total year level analysis, but not the male/female analysis. Questionnaires without a year level were excluded from the specific year level analysis, but included in the whole school analysis.

** For all factors, the higher the school mean (and percentage rank), the more positive the outcome. That is, all the negatively phrased questions (in the three factors Student Distress, Classroom Behaviour and Student Safety) have been reversed. This makes it easier to interpret the data: "a high score is a good score".

*** What are percentage ranks? Imagine your school's mean for males in a certain year level on a particular factor was 2.4. Now imagine getting the mean scores for males in that year level for that factor from ALL the primary, secondary and pri/sec schools that participated in the survey (over 1,470). Sort all those scores from lowest to highest. Then find your own school's score in that list and ask the question "How far from the lowest score is my school's score?" Perhaps it is 10% from the lowest score, in which case 90% of schools had a higher score. Then 10% is the percentage rank. That is, it tells you where your school score falls in a ranking of all schools on that factor. Note that where there are duplicate school means, the percentage rank takes the lowest ranking.

NA - no data available

- The Student Morale and Student Distress statements use a 7 point scale, whereas all the other statements use a 5 point scale.
- The school means and means as percentage rank data are based on the students who gave a response.
- As requested, some schools will receive their results only aggregated to the school level, with no reporting by year level.
- All benchmarks exclude Special Schools and Language Schools.
- Reports for "non-standard" secondary schools (e.g. schools offering year 10-12, 7-10, 11-12) will not contain pages related to mean scores and percentage ranks of whole school (Year 7 to 12), as this would be misleading.
- The percentage rank charts should only be used to guide interpretations of your school's relative strengths and weakness. They should not be used as an accountability mechanism or to track longitudinal changes (only mean scores should be used for that purpose). These charts provide a way to diagnose your school's climate and to focus improvement strategies.