Ingham State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

Each year, all State Schools across Queensland issue an Annual Report. This report identifies the growth, development and performance of Ingham State School in 2014. It provides insights into our school's improvement agenda, program development, teaching and learning improvements, community partnerships and the goals and standards achieved by every student. Our school's vision is to ensure our students are optimistic, motivated, and developing abilities and attitudes that will enable them to function effectively and productively in an ever-changing global community. Our aim is for all students to be effective decision-makers, and motivated, responsible, and independent learners so that they have the strategies to be successful and confident in whatever endeavour they undertake.

Teachers and students are challenged to be risk-takers, to push the boundaries and explore their potential in all areas. This vision has ensured a long and proud academic, sporting, and cultural tradition which has continued through the 2014 school year. Parents and carers are encouraged to be very much a part of their child's education.

Teachers of the 21st Century are responsible for designing and implementing intellectually challenging learning experiences that cater for different needs, learning styles, and preferences of students, but also to achieving common curriculum outcomes. Children's needs are diverse, so to ensure that all needs are provided for, ongoing professional development and access to the latest recommended educational strategies, resources, and research continued to be a major focus at this school throughout 2014.

In order for students to access the education required for them to achieve their best possible academic outcomes, their environment needs to be safe, secure, and supportive. Such an environment continued to be promoted and enhanced across the year. In 2014, parents and carers continued to be very involved in school decision-making and were regularly consulted regarding their ideas on how we can best ensure our students achieve.

School progress towards its goals in 2014

The goals for 2014 were focused predominantly on teachers having capacity to use data analysis and high yield strategies effectively; to engage students and to improve student outcomes, attendance and behaviour.

School Curriculum

All planning and practice reflected the intent and demands of the Australain curriculum while promoting quality learning and teaching that is consistent, that engages students and maximises the learning outcomes for each student.

High yield strategies across all year levels ie guided reading, reciprocal teaching, QAR,individual student goal setting, and Gradual Release of Responsibility were enacted in all classrooms.

Teaching Practice

Relevant data including '*Short Term Data Cycle*' analysis was used to effectively influence planning and pedagogical practice; the breakdown of '*Explicit Teaching Cycle*' strategies and instruction as to how they can be better used in classrooms to improve outcomes for all students was supported by professional development, professional performance plans and teacher observation.

Increased teacher capacity to use our Pedagogical Framework to ensure a consistent approach to teaching and learning across the school was achieved by effective use of Professional Learning Communities (PLC), mentoring and Walk Throughs.

Principal Leadership and School Capacity

There was an increase in individual and collective capacity of leaders and the workforce to be reflective, collaborative and creative in the use of resources to improve pedagogy and improve student learning outcomes. Employing part time maths and literacy coaches benefited student outcomes.

Improved sharing of feedback and mentoring from Mark *Campling's Professional Learning Community* with leadership team, particular emphasis on building Teacher Capability and working on how to successfully measure teachers' needs to ensure effective teaching and learning.

School and Community Partnerships

'Classroom Profiling' coach worked with a large number of teachers giving explicit evidence regarding student behaviour and current practices.

Relevant workshops for parent/carers and community members regarding literacy, numeracy and behaviour and associated programs

Future outlook

Quality teaching and learning in all classrooms, explicit expectations, and explicit curriculum with a continued strong emphasis on literacy, are major priority areas for improvement in the School Implementation Plan for 2015. Improving attendance. Further focus areas are improved literacy results for our Indigenous students and promoting parent engagement in their children's learning and the school community.

Successful Learners

• Ensure alignment and implementation of consistent classroom planning and differentiated, engaging teaching practices to reflect the content and intent of the Australian Curriculum using Plan4Me adapting C2Cs, Primary Connections, and L4Ls.

• Establishment of individual reading and numeracy goals for every child within the school.

• In-depth data collection and analysis.

• Greater focus on Individual Assessment Profiles in every classroom.

Great People

Nurture the collective leadership capability of staff to achieve excellence in teaching and learning and improved student achievement through the implementation of collective and strategic learning.

• Leadership Team - regular meetings/agenda with a focus on curriculum leadership in the school.

• Mentoring and coaching.

Using authoritative models, frameworks and processes to inform professional learning, planning and change.

• Teacher goal setting through Developing Performance Plan.

• Weekly professional development sessions for teachers.

• Teacher/Principal discussions each term.

• Admin observation of classroom teaching and feedback.

• Mentoring and employment of curriculum leader, literacy leader and coach.

School Performance

Implement high yield teaching strategies for all English, Maths and Science. Trial *Primary Connections* as vehicle= 'hands on' opportunities for students in Science (Inquiry Model).

Continue walk throughs based on specific aspects of Explicit Teaching Cycle and formal observation process with major emphasis on constructive feedback (Explicit Teaching Cycle and Reading) and use Sharratt & Fullan's Five Questions to ensure focus and understanding.

Use of additional support personnel to work with leadership team collecting and analysing internal and external achievement data to inform what areas of the school to have a narrower sharper picture of which students need what sort of additional support/ extension or mentoring.

Provide more explicit mentoring opportunities for staff in the effective use of the Gradual Release of Responsibility Model particularly in relation to reading.

Engaged Partners

Ensure anti-bullying policy and explicit teaching of appropriate behaviour is entrenched in school wide practice and understood and supported by parents and wider community.

Maintain the wide range of positive rewards and follow up strategies for student attendance in consultation with key community agencies and families.

Trial three way conferences. Students are goal setting each term, tracking their progress in a number of curriculum areas, completing common assessment tasks and would talk to their assessment profile.

Continue providing workshops each term: reading, curriculum, cyber safety, digital devices, use team approach to encourage parent involvement and effective communication of the school vision and priorities.

Work with Indigenous Elders and respected active community leaders to encourage greater parent presence at Indigenous Leadership group.

Provide opportunities for schools in the Ingham District to visit and observe classrooms and share practices around Curriculum Framework, pedagogical practice and Professional Development.

Foster mentoring and feedback opportunities for the Leadership Team and staff through Regional Professional Learning Community and District office.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Early Childhood - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	408	203	205	93%
2013	404	200	204	94%
2014	378	178	200	93%

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

Characteristics of the student body

Ingham State School is a coeducational school that caters for children from many and varied backgrounds, ability levels and cultures. The school ICSEA value is 950. We have a small number of students in Out-of-Home-Care, and approximately 6% of the total student population in 2014 had an AIMS verification. Differentiation ensures that challenges are provided for more able students as well as providing for the students who require additional support in accessing the curriculum. Parents engage in a wide range of occupations and have high expectations for student learning and behaviour.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	23	21
Year 4 – Year 7 Primary	27	26	28
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	8	7	6
Long Suspensions - 6 to 20 days	0	2	0
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings:

- Enhanced teacher capacity through mentoring and professional development program ensures a cohesive aligned curriculum and pedagogy with an emphasis on English, Numeracy, Science and History. A consistent approach to the planning and delivery of curriculum across the school is employed to ensure that students are engaged and develop key knowledge and skills. Teachers are released from class each term to work collaboratively with their year level colleagues.

- Excellent Science and Technology programs - Over the past eight years, three teachers have won Regional awards that recognise those who have demonstrated innovation and excellence in teaching and learning using ICT. In 2011 our teacher librarian/science facilitator won the extremely prestigious Peter Doherty award for excellence in Science and Science Education and this year a team of Year 6 students won the Townsville District 'Wonders of Science Competition'. In 2012, Year 6 students won the 'Townsville Wonders of Science' competition. In 2013, one of ISS students received the International Competitions and Assessments for Schools (ICAS) Year 6 Gold Medal for the highest results in Science (only 3 students in the state achieved this honour). While computers and interactive whiteboards continue to be an integral part of our school curriculum with all classes having access to our network and regular use of our computer labs, we have added iPads successfully to maximise engagement and enhance students' digital learning and literacy skills.

- Well-established Music and Instrumental programs.

- An excellent range of support services is provided including enrichment for students with gifts and talents, which focuses on analysing student needs and learning styles, researching and developing evidence-based programs to address specific needs with a major emphasis on Explicit Teaching. Our Special Education Program scaffolds effective delivery of learning activities to maximise academic and life skills opportunities for a range of identified students.

Extra curricula activities

- Students are encouraged to participate in public speaking competitions, local government competitions, local festivals and cultural activities involving performing arts, visual arts, and media. Our students were successful in the Ingham Junior Arts Festival in areas of dance, drama, creative writing, technology, drawing, painting, language and music.

- In the 2013 Literary Competition that included schools from all over Queensland and the Northern Territory, Ingham State School students gained first, third and fifth place in their category.

- All students participated in the 2014 Premier's Reading Challenge.

- Soccer, rugby league, netball, tennis, cricket, AFL, swimming and gymnastics are all offered to Ingham State School students. Ingham State School has won the Herbert River District Cross Country Trophy the past six years and this year won the B Division Senior Soccer Finals and the A and B Division Junior Soccer Finals and Netball finals.

- The North Queensland Sports Tour attends Ingham State each year offering all students the opportunity to experience a wide variety of sports. Rugby League, Australian Football League and the Ingham Tennis Association provide clinics each year for students.

- Successful choirs and instrumental programs are available for students.

- Student Leadership programs for elected leaders offer opportunities for students to be formally trained and practice their leadership and communication skills.

- A Student Buddy Program allows all Year 7 students to further develop mentoring skills, empathy, self-management and responsible decision making and enables the younger students to feel more comfortable and secure in the first few months of the year.

How Information and Communication Technologies are used to assist learning

An adequate ratio of computers to students and interactive whiteboards in each classroom, resource centre, and computer lab ensures easy access and innovative interactive learning opportunities for all students. The internet is used extensively for research and learning, with teachers using a multitude of web based learning sites to increase mathematics, reading and spelling skills. Wireless internet connections have now been provided in every teaching space.

Initially iPad were purchased for each classroom to enhance the engagement of students and to support literacy in particular. In 2014 they were used innovatively by many teachers across the school.

In 2014 ICT integration remained a key aspect of teacher planning and classroom implementation (ICT coordinator and mentor program continued to facilitate the process). Ed Studios continue to be used in many classrooms to help cater for differentiation. Teachers continue to use C4T laptops very effectively, particularly in the classroom in conjunction with C2Cs and the IWBs.

Wii, PlayStation 2 and 3 game consoles, computers, laptops and Nintendo DS games are some of the choices available for students in structured lunch time activities which are directed towards social skilling, problem-solving and communication strategies. This program has been highly successful with large numbers of students visiting each day.

During 2014, we continued to employ an additional teacher, one day a week, who worked with classes and teachers to help support greater access to the latest educationally successful technology. Team leaders, in the upper and lower school, continue to be an energising impetus for the promotion of successful embedding of ICT into planning and pedagogy across the curriculum.   Professional development was accessed in 2014 by the whole staff to ensure the best possible use of iPads as a resource to enhance learning.

Social Climate

In 2014 Discipline Audits were conducted across all state schools to provide quality feedback on how schools were ensuring a safe, supportive and disciplined learning environment and to inform school behaviour management planning processes. During the audit, an independent, experienced school principal visited the schools to collect a range of data and information about school wide programs and procedures in the area of discipline. Interviews were conducted with staff, students, parents and community members to gather a range of perspectives on school strategies and practices in relation to behaviour management. Ingham State School's audit's results were excellent with all results in the 5 page profile being outstanding or high.

 Innovative curriculum programs and pedagogy are promoted at Ingham State School to engage students and cater for individual abilities and learning styles as it is our belief that children who are motivated, challenged and involved will be better learners and less likely to be disruptive or non-compliant. We continued our strong anti-bullying stance ensuring students and staff have assurance that if bullying or harassment are identified, immediate intervention would take place. Independence, self-discipline and responsible behaviour are attributes encouraged throughout the school. Proactive social play programs continued to be provided for certain students. The Behaviour Management Team continued to oversee the implementation of our School Wide Positive Behaviour Plan. Our Behaviour Management teacher is extremely proactive and highly innovative. The school's focus is always on the development of positive programs to support all students. Teachers and students are encouraged to actively explore the motivation and behaviours needed to comply with school rules. The Chaplaincy program ensures further support.

The Student Council continued to provide positive role models and allowed all students the opportunity to express opinions regarding issues or reform.

Parent, student and staff satisfaction with the school

In the school opinion survey the majority of results from parents and students were extremely positive. Parents were particularly satisfied that their children were getting a good education, that their child's learning needs are being met and that their child enjoyed being at the school and felt safe. They were also very pleased with how the school works with them to support their child. Students' responses showed they were particularly satisfied with the education available at Ingham State School and that their opinions are taken seriously.

The continued high retention rate of staff would identify their general satisfaction with the school and the overall response from staff in the school survey was positive.

Performance

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	97%	100%	100%
this is a good school (S2035)	97%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	97%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	97%	100%	100%
teachers at this school treat students fairly* (S2008)	97%	97%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	96%
this school works with them to support their child's learning* (S2010)	97%	100%	100%
this school takes parents' opinions seriously* (S2011)	97%	97%	95%
student behaviour is well managed at this school* (S2012)	97%	94%	91%
this school looks for ways to improve* (S2013)	97%	97%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	100%	99%
they like being at their school* (S2036)	96%	99%	99%
they feel safe at their school* (S2037)	96%	100%	99%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their teachers motivate them to learn* (S2038)	96%	99%	100%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	99%	98%
teachers treat students fairly at their school* (S2041)	91%	99%	98%
they can talk to their teachers about their concerns* (S2042)	93%	99%	100%
their school takes students' opinions seriously* (S2043)	86%	97%	100%
student behaviour is well managed at their school* (S2044)	90%	97%	100%
their school looks for ways to improve* (S2045)	99%	100%	100%
their school is well maintained* (S2046)	95%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	92%
they feel that their school is a safe place in which to work (S2070)		100%	95%
they receive useful feedback about their work at their school (S2071)		94%	87%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		96%	95%
student behaviour is well managed at their school (S2074)		92%	90%
staff are well supported at their school (S2075)		88%	84%
their school takes staff opinions seriously (S2076)		86%	76%
their school looks for ways to improve (S2077)		100%	92%
their school is well maintained (S2078)		98%	97%

Performance measure			
Percentage of school staff who agree[#] that:	2012	2013	2014
their school gives them opportunities to do interesting things (S2079)		96%	84%

* 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

A strong and resilient relationship with parents/carers and the community continued to be one of the strongest characteristics of Ingham State School. The P & C are a major part of the school management and leadership group;

We continue to work collaboratively to provide opportunities for our students to achieve their greatest potential.

We plan together to ensure that our students have the best possible access to learning and resources. Parents give support in classrooms, collaborate on submissions, and run functions where the emphasis is not only on raising funds but also to encourage great school and community spirit. The school continued to provide workshop opportunities for parents.

The areas we focused on for parent workshops in 2014 were Mathematics, Reading and cyber safety. We concentrated in 2014 on ensuring parents had an understanding of our core learning priorities for improvement, discussing strategies that parents can use to help their child succeed at school, explaining our Pedagogical Framework and how following this framework influences how we work as a school. We communicated this through presentations to the P&C, our weekly newsletter and school website.

In 2014 our playgroup was run by Early Childhood teacher volunteers and some generous caring parents. We aimed to create an environment for parents and children to interact with other parents/caregivers and their children. It was originally set up by teachers within the school environment with the goal of creating greater opportunities for learning through play ensuring children from 0-4 years develop new skills and gain confidence by interacting with other children. We continued to reiterate our belief in the importance of parent involvement in their child's learning and continued to actively promote our 'open door" policy. We met with parents early in term 1 so that parents had an understanding of the school's goals for 2013.

We reported student progress to parents/caregivers twice during the year. Written reports were issued at the start of Term 3 and end of Term 4 with scheduled parent/caregiver and teacher conferences organised around that time also.

Reducing the school's environmental footprint

The school in 2013 prioritised reducing the school's ecological footprint with the continuation of vegetable and fruit gardens, and the revegetation of areas with trees and plants that produce bush tucker. Families came and helped in their free time to clean up areas affected by flood damage. Watering of these gardens affected our water consumption only a little. Staff and students were encouraged to turn off all air conditioners, fans and lights when they leave their rooms and only use air conditioners when essential.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	180,056	1,504
2012-2013	175,523	1,555
2013-2014	184,078	1,628

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	36	23	<5
Full-time equivalents	29	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	4
Advanced Diploma	
Bachelor Degree	24
Graduate Diploma etc.**	4
Masters	4
Doctorate	0
Total	**36**
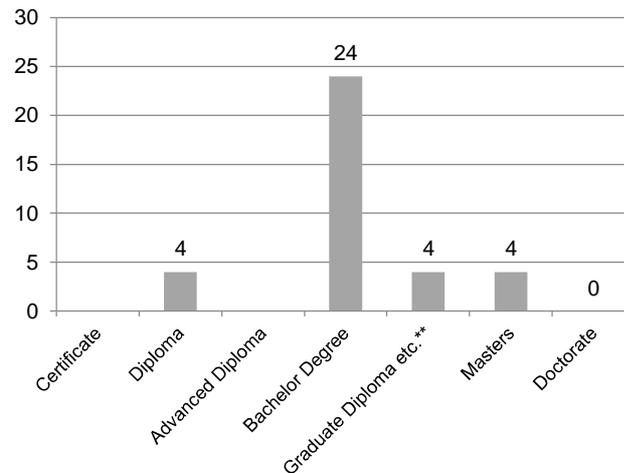
*Teaching staff includes School Leaders

**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 $29, 848

The major professional development initiatives are as follows:

- Critical Issues in Educational Inclusion
- Effective Running Record Analysis and Exploration of PROBE Process
- Improving Reading Through Technology
- Differentiation
- Guided Reading Strategies
- Cybersafety
- Data Cycles and Analysis
- QAR (Taffy Raphael)
- Individualised Curriculum Plans
- Teacher Review Process
- Introduction to consistent planning process across the whole school – Plan4Me
- Essential Skills for Classroom Management
- Classroom Profiling
- Reading - High Yield Strategies for Enhancing Student Outcomes
- 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%	95%

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.**

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

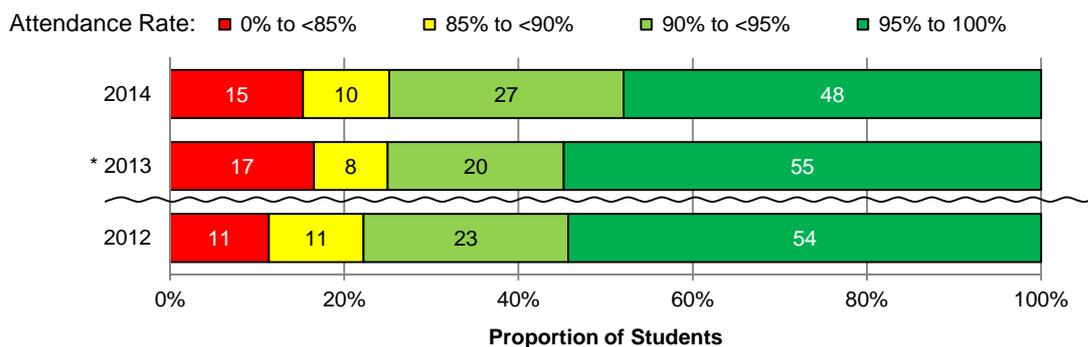| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	92%

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	92%	92%	93%	94%	91%	95%	93%					
2013	91%	93%	90%	90%	93%	92%	94%					
2014	93%	91%	91%	92%	94%	94%	88%					

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	15	10	27	48
* 2013	17	8	20	55
2012	11	11	23	54

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.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMSPR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Non-attendance is managed in Ingham State School 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. Procedures for addressing attendance requirements of compulsory schooling or compulsory participation phases when not met by a student

For part of a day:

Student's teacher requests a note for explanation of non-attendance for whole or part of the school day if note is not supplied to teacher after student returns after absenteeism. The teacher enters reason for absenteeism on class roll, using appropriate code. If note of explanation is not forthcoming for continuous absenteeism over a number of days, the class teacher advises administration of the concern for absenteeism without reason. Administration makes phone contact with parent and advises class teacher of reason. When unable to contact parent, further attempts are made by phone and documented in OneSchool. Class teacher informed of outcome.

For longer periods:

Deputy Principal examines rolls and looks for any patterns of absenteeism and then attempts to make phone contact with parents to establish reason for absenteeism, encourage regular and timely school attendance and providing assistance if possible. If unable to contact parents, emergency contacts of student are phoned in an attempt to locate parents. When contact is made, negotiation for return to school of student is made with parent, depending on reason for absenteeism e.g. sickness, family circumstances. Class teacher is informed of reason for absenteeism. Parents are strongly encouraged to meet with the administration team to negotiate a return to school for the child. Members of the administration team attempt to work with the family to get the child to come to school. Police Liaison Officers work with the administration team to attempt to help support long term absentee students and families. Every opportunity is taken to reiterate the *Every Day Counts*, *Every Minute Counts* message

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.

Achievement – Closing the Gap

Closing the Gap Report

Full and Part-Time Enrolments August 2014

Indigenous Status	Year Levels in the School															
	Pre-Prep	Prep	1	2	3	4	5	6	7	8	9	10	11	12	Spec	Total
Indigenous	2	16	9	6	10	7	14	6	8							78
Non-Indigenous	1	31	44	28	34	52	40	45	28							303
Unknown																0
Total	3	47	53	34	44	59	54	51	36	0	0	0	0	0	0	381

Student Attendance

Student Attendance Rate Semester 1
Indigenous & Non-Indigenous Students
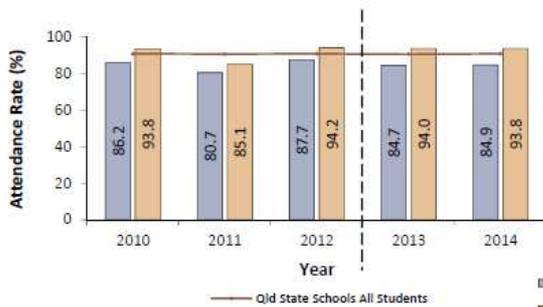
Proportion of Students by Attendance Range
Semester 1, 2014 - Indigenous & Non-Indigenous Students

Attendance Rate (%) by Year:

Year	Indigenous	Non-Indigenous
2010	86.2	93.8
2011	80.7	85.1
2012	87.7	94.2
2013	84.7	94.0
2014	84.9	93.8

— Qld State Schools All Students

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

☐ Indigenous
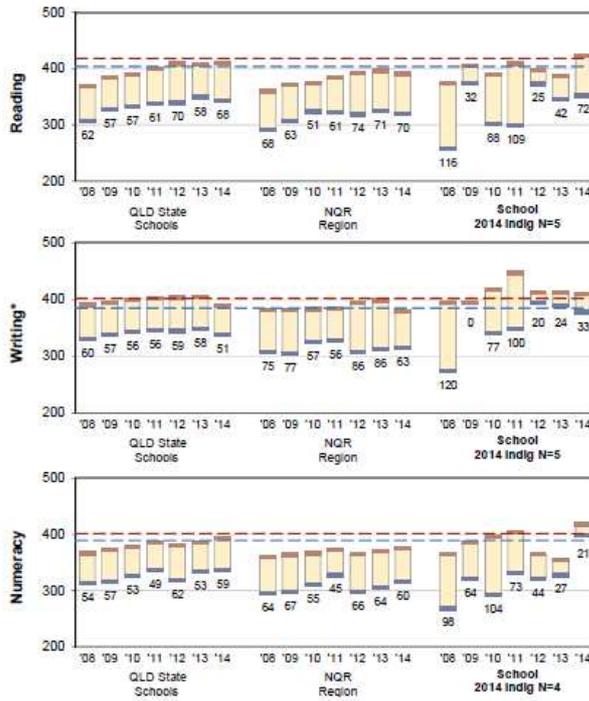☐ Non-Indigenous

Attendance Rate Range (%)
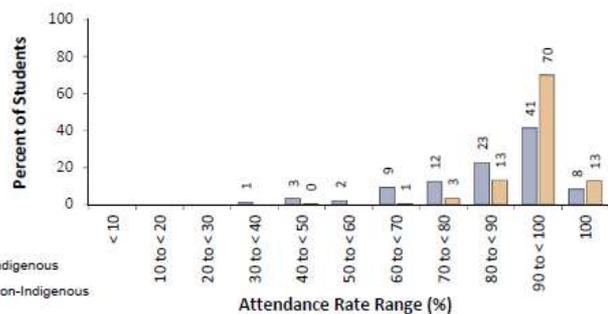
% of All Student Attendance < 85%	15.3
% of Indigenous Student Attendance < 85%	40.2

NAPLAN Indigenous/Non-Indigenous Gap   2014 data is preliminary.

..... 2014 National Mean All Students	..... 2014 Qld State Schools Mean All Students	— Non-Indigenous Mean	▬ Indigenous Mean	☐ Gap	# Gap Size

Year 3

Year 5