

# Ingham State School

## Queensland State School Reporting

### 2013 School Annual Report



Postal address	PO Box 388 Ingham 4850
Phone	(07) 4776 9333
Fax	(07) 4776 9300
Email	the.principal@inghamss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Mary-Therese Mac Donald

## Principal's foreword

### Introduction

At Ingham State School, our 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 2013 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 throughout 2013.

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 2013, 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 2013

In 2013, the key areas for improvement continued to be Literacy and Numeracy. The whole school reading plan was revised and implemented emphasising consistent practices across the school. Focussed Professional Development with particular emphasis on Reciprocal Teaching, QAR, and exploration of data, Differentiation, NAPLAN and school-based data analysis was conducted.

# Queensland State School Reporting

## 2013 School Annual Report



Modelling and mentoring was also introduced around Numeracy and Literacy focusing on catering for individual student needs and learning styles. Embedding iPads as a resource into classroom pedagogy was also a major focus in reading and maths. Differentiation in teaching and learning situations was explored also in explicitly directed planning sessions using trial materials.

A strong focus on the effective use of the *ISS Pedagogical Framework* by teachers continued. Explicit teaching, the effective use of acquired data and relevant feedback to and from students were the areas of the framework that were concentrated on. Processes for the successful implementation of the Australian Curriculum were continued, included adapting C2C units, and regular planning/moderation days with cohort and/or mentor/coach.

Promoting parent/carer and community involvement remained a major focus during 2013 with an emphasis on parents/carers understanding the importance of our curriculum framework- 'Dimensions of Teaching', the whole of school approach to achieving the school's and individual student's improvement targets. Parents enjoyed specific workshops which explored explicitly how they could best support their children. Workshops included literacy, numeracy, digital devices, and the ISS Improvement Agenda.

The Curriculum Leadership Team, including the literacy and numeracy coaches were used in 2013 to support parent engagement and effective communication of whole school goals. In these workshops and P&C meetings EQ's *Parent and Community Engagement Framework* was promoted ensuring the community continued to be encouraged to give their points of view and ideas. Key members of our staff accessed 'Kids Matter' PD and investigated how best to ensure whole school community involvement in this program in 2014. The range of optional structured playtime activities offered (ICTs, social skilling, chess, dance, team sports) were increased to include three planned, supervised sporting activities for students after school.

Our Local Activity Profile, part of the *Investing in Focus Schools Initiative*, was implemented with an emphasis on improved outcomes and increased attendance rates of our Indigenous students.

In 2013 we increased our support staff who collaborate closely with teachers to help develop programs to guide and support students with learning difficulties and extend higher achieving students. Intensive Literacy Intervention was provided for students in Years 6 and 7 identified as achieving below the NMS in NAPLAN.

# Queensland State School Reporting

## 2013 School Annual Report



### Future outlook

#### School Curriculum

- Ensure all planning and practice reflect the intent and demands of the Australian curriculum while promoting quality learning and teaching that is consistent, engages students and maximises the learning outcomes for each student and
- Embed the use of high yield strategies across all year levels ie guided reading, reciprocal teaching, QAR, individual student goal setting, and Gradual Release of Responsibility.

#### Teaching Practice

- Ensure relevant and effective use of data including 'Short Term Data Cycle' analysis to influence planning and pedagogical practice; and the breakdown of 'Explicit Teaching Cycle' strategies and how they can be better used in classrooms to improve outcomes for all students.
- Increase teachers' capacity to use the Ingham State School's Pedagogical Framework to ensure a consistent approach to teaching and learning across the school.

#### Principal Leadership and School Capacity

- Build the 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 including employing part time maths and literacy coaches
- Increase leadership capacity by ensuring the time to share more effectively what is discussed when attending the *Mark Campling Professional Learning Community* e.g. building Teacher Capability and how to successfully measure teachers' needs to ensure effective teaching and learning

#### School and Community Partnerships

- Promote greater use of 'Classroom Profiling' coach to mentor and coach teachers but also to give more explicit evidence regarding student behaviour and current practices.
- Continue to provide relevant workshops for parent/carers and community members regarding literacy, numeracy and behaviour and associated programs
- Continue following strategies from Investing in Focus School Initiative with emphasis on improved outcomes and attendance

## School Profile

**Coeducational or single sex:** Coeducational

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

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	413	205	208	93%
2012	408	203	205	93%
2013	404	200	204	94%

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

## Characteristics of the student body:

There are large numbers of students of Italian or British heritage as well as small groups of Aboriginal and/or Torres Strait Islanders, Spanish, Finns, Dutch, and Asians at Ingham State School – this includes a small number of international students. The families of our students mainly work in or around Ingham, work in town businesses, on farms/property, and have single or double incomes. Some of our families are exposed to a range of issues related to social and economic disadvantage (School ICSEA value of 950). We have a small number of students in Out-of-Home-Care, and approximately 5% of the total student population in 2013 had verified disabilities. There are students who were encouraged to take on academic challenges and explore a particular curriculum area in greater depth. Differentiation ensured that challenges were provided for these more able students as well as providing for the students who require additional support in accessing the curriculum.

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	21	23
Year 4 – Year 7 Primary	27	27	26

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	5	8	7
Long Suspensions - 6 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## 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 Literacy and Numeracy. An integrated approach to the planning and delivery of curriculum is employed to ensure that students are engaged and develop key knowledge and skills. Teachers are released from class each term to collaboratively plan 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. 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 skills in particularly in literacy, numeracy in 2013.
- Well-established Music and Instrumental programs.
- Students with disabilities are catered for in the classroom and by additional Special Education teachers and aides in order for them to achieve their Individual Educational Plans' goals.

Students from every year level have the opportunity to further their learning by participating in school excursions or camps that link to classroom units of work.

- 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 wide 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 2013 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 five years and won the B Division Soccer Finals and Senior and Junior A Netball finals this year. One of our students was chosen to play for the Queensland Primary School football team.
- In 2013, one of our 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).
- 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**

In 2013 we used Focus school funding to purchase further iPads for use across the school to support our goal of enhanced engagement of all students. These devices were introduced into all classrooms as an additional resource to support literacy in particular. In addition students from Prep to Year 7 have access to the internet, quality computers and interactive technology such as interactive whiteboards (IWBs), laptops, webcams, flip video cameras, digital cameras, Nintendo DS Braingames, MP3 players, iPads, Easispeaks, Spark data-loggers, iPod Touches, iNanos, Wiis, and PlayStations.

These are used across all Learning Areas to engage students and to ensure they have the skills essential for the 21st century. 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.

ICT integration is a key aspect of teacher planning and classroom implementation (ICT coordinator and mentor program facilitates this process). Ed Studios are used in most classrooms to help cater for differentiation. Teachers continue to use C4T laptops very effectively, particularly in the classroom in conjunction with 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 (particularly rainy and very hot summer days).

During 2013, we employed an additional teacher, one day or two days 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, continued to be an energising impetus for the promotion of successful embedding of ICT into planning and pedagogy across the curriculum. We also had a casual teacher aide providing technical support. Extensive professional development was accessed in 2013 by the whole staff to ensure the best possible use of iPads as a resource to enhance learning

### **Social climate**

Innovative curriculum programs and pedagogy continued to be 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 were 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 was introduced in 2013.

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

# Our school at a glance

## 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 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 they were treated fairly.

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 measure (Nationally agreed items shown\*)

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

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	100%
they like being at their school* (S2036)	96%	99%
they feel safe at their school* (S2037)	96%	100%
their teachers motivate them to learn* (S2038)	96%	99%
their teachers expect them to do their best* (S2039)	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	99%

# Our school at a glance

teachers treat students fairly at their school* (S2041)	91%	99%
they can talk to their teachers about their concerns* (S2042)	93%	99%
their school takes students' opinions seriously* (S2043)	86%	97%
student behaviour is well managed at their school* (S2044)	90%	97%
their school looks for ways to improve* (S2045)	99%	100%
their school is well maintained* (S2046)	95%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	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)	94%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	96%
student behaviour is well managed at their school (S2074)	92%
staff are well supported at their school (S2075)	88%
their school takes staff opinions seriously (S2076)	86%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	98%
their school gives them opportunities to do interesting things (S2079)	96%

\* 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.

### 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 assets 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 2013 were Mathematics and Reading.

We concentrated in 2013 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 2013 a playgroup was run by Early Childhood trained school teacher volunteers. 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	
	Electricity kWh	Water kL
2010-2011	169,091	1,746
2011-2012	180,056	1,504
2012-2013	175,523	1,555

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.

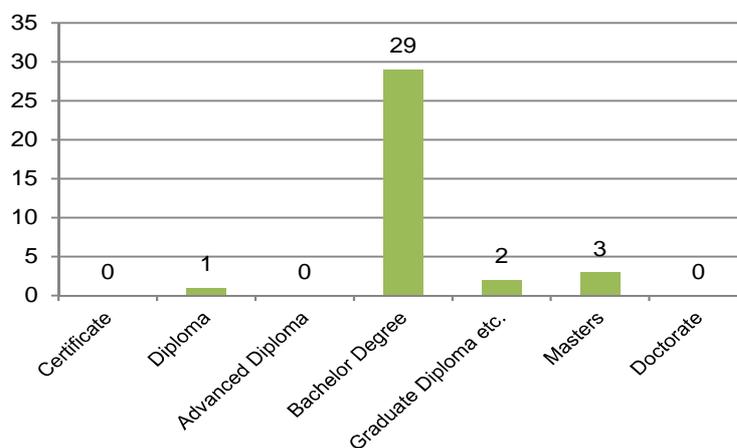
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	35	21	<5
Full-time equivalents	30	13	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	1
Advanced Diploma	
Bachelor Degree	29
Graduate Diploma etc.	2
Masters	3
Doctorate	0
<b>Total</b>	<b>35</b>



\* Teaching Staff includes School Leaders

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

# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$3 194.00

Professional Development for teachers was weekly for either the whole staff or for the school Professional Learning Communities i.e. P-2 & 3-7. Times for planning sessions was purchased for year level. The major professional development initiatives were as follows:-

- Teaching of Reading
- Developing historical Pedagogy
- Dimensions of Teaching and Learning
- Unit planning –adapting C2Cs
- Planning for Differentiation
- Aspects of Inclusivity
- Data analysis
- Effective pedagogical practice with iPads
- School-wide Positive Behaviour

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.	95%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2013 school year.

## School income broken down by funding source

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

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

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

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

## Key student outcomes

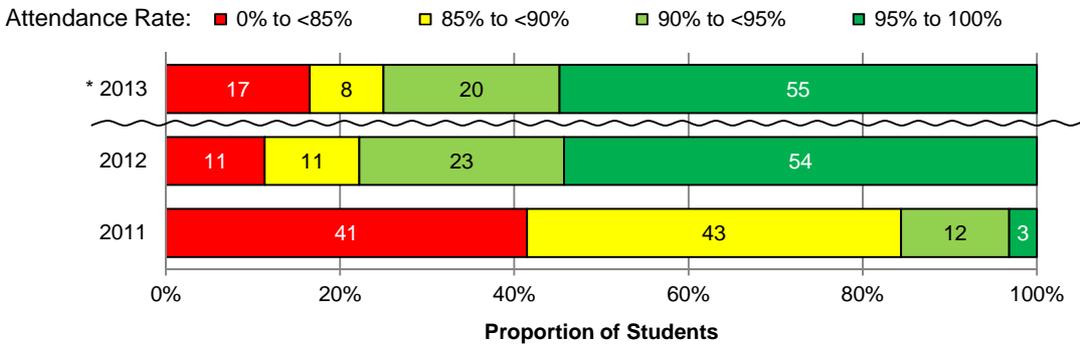
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	84%	93%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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
2011	83%	85%	85%	81%	86%	84%	84%
2012	92%	92%	93%	94%	91%	95%	93%
2013	91%	93%	90%	90%	93%	92%	94%

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.

## 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 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 the Deputy Principal of the concern for absenteeism without reason. Deputy Principal 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

### Roll Marking Procedures

At the beginning of each year, roll marking procedures are revised with all teachers during a staff meeting. Teachers are reminded of the need to mark the roll twice each day, to enter codes for absenteeism, to enter effective enrolment and absentee numbers and to sign that they have marked the roll each day. Class rolls are marked twice each day, firstly during the morning when the students commence the first session and secondly when class resumes after afternoon tea. The rolls are collected once each week. An administration officer enters student absenteeism onto SMS. The Deputy Principal then checks to ensure that the rolls have been correctly marked and follows up with individual teachers when procedures have not been adhered to. Reminders re procedures are sent by email to teaching staff each semester. Where no reason for absenteeism has been noted on the roll, the Deputy Principal has a conversation with the teacher regarding the necessity for follow up procedures, as outlined above, to be implemented.

# Performance of our students

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

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

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

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

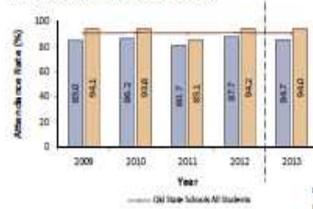
### Closing the Gap Report

Full and Part-Time Enrolments August 2013

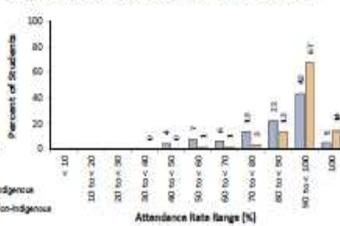
Indigenous Status	Pre-Prep	Prep	Year Levels in the School												Spec	Total		
			1	2	3	4	5	6	7	8	9	10	11	12				
Indigenous	1	2	5	8	9	13	2	10	11									71
Non-Indigenous	5	43	33	32	50	37	45	26	60									340
Unknown																		0
<b>Total</b>	<b>6</b>	<b>52</b>	<b>38</b>	<b>40</b>	<b>69</b>	<b>50</b>	<b>57</b>	<b>36</b>	<b>71</b>	<b>0</b>	<b>411</b>							

### Student Attendance

Student Attendance Rate Semester 1  
Indigenous & Non-Indigenous Students



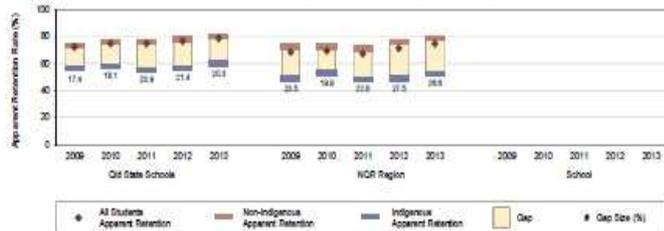
Proportion of Students by Attendance Range  
Semester 1, 2013 - Indigenous & Non-Indigenous Students



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

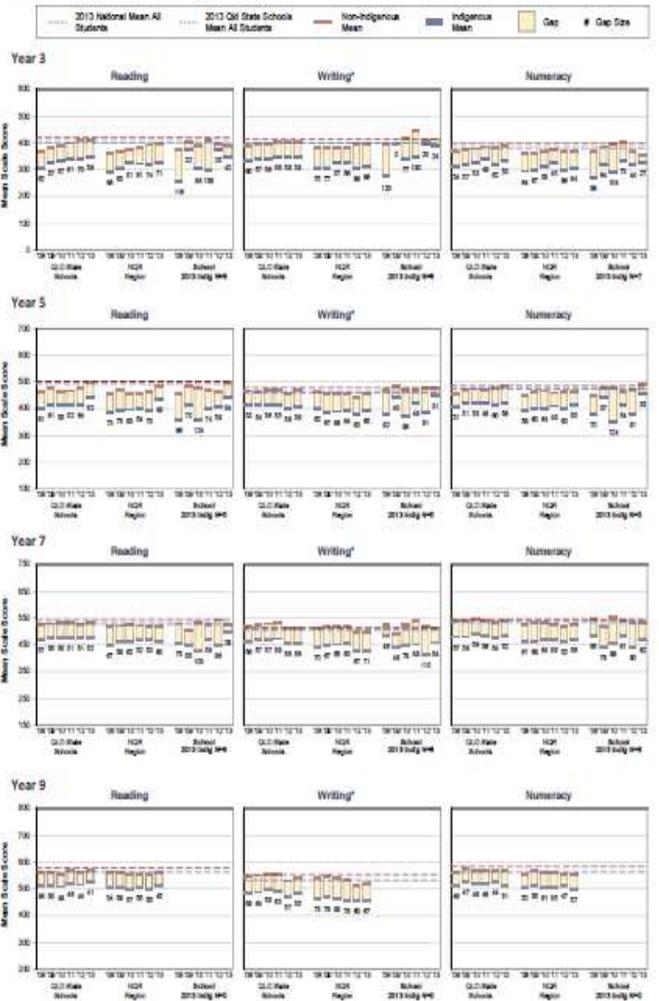
% of All Student Attendance < 85%	18.5
% of Indigenous Student Attendance < 85%	38.8

### Apparent Retention Year 10 to Year 12 - Indigenous/Non-Indigenous Gap



Apparent retention rates are computed as the ratio of the number of year 12 full-time students in a given year to the number of year 10 full-time students 2 years prior. The retention rates are labelled "apparent" as they do not take account events such as interstate or overseas migration, repeating students, return of adult students and the movement of students to and from the state sector. For these reasons it is possible to obtain apparent retention rates greater than 100%. Based on the August Census enrolment collection.

### NAPLAN Indigenous/Non-Indigenous Gap



\* Writing results from 2011 cannot be compared to previous years.  
Indig # is the count of indigenous students with a score (excludes absent, exempt & withdrawn students).