Clontarf Beach State School (0162)

Queensland State School Reporting

2013 School Annual Report

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Principal's foreword

Introduction

The School Annual Report provides parents and the wider community with an insight into the achievements of Clontarf Beach State School during the 2013 academic year. We are proud of the growth in our students and would like to thank our students, staff and parent groups for their continued commitment to our school, where the focus is on _Learning Together for a Lifetime_. We plan to maintain our commitment towards continual improvement in 2014.

This report contains information and data relating to the performance of Clontarf Beach State School for the calendar year of 2013. Whilst the smallest of the state schools on the Redcliffe Peninsula (approximately 390 students), we are proud of the range of programs we offer for all our students. We have a strong record for developing the talents of every individual in our school and building community partnerships.

Outlined will be an account of our journey in the areas of student outcomes and progress towards our academic goals, the school climate and support programs provided to students, the use of information and communication technologies in teaching and learning, parent, student and teacher satisfaction with the school and our results in the 2013 national assessment program – NAPLAN.

School progress towards its goals in 2013

Priority	Progress Made	Implemented
School & Community Partnerships • Getting Ready For Secondary School	• Senior leadership program for Year 6 and 7 students developed after consultation with student, parents and staff. • Collaborative transition program designed and implemented with neighbouring high schools for students. • Parent information sessions conducted to assist parents with the transition of Year 7 students into	• Embedded and ongoing • Embedded and ongoing • Introduced

	high school.	
• Pre-Prep, Prep and Parent Engagement Strategy	• Networks built with early years providers in the Peninsula – through the introduction of the PELS (Peninsula Early Learning Strategy).	• Commenced and ongoing
	• Forums held between schools and early year's providers to network around the transitioning of students from prePrep to Prep.	• Commenced and ongoing
	• PrePrep students invited to attend special early years events (e.g. U8's day)	• Commenced and ongoing
	• Comprehensive transition program in place to support prePrep students and parents transitioning to Prep	• Embedded and ongoing
	• Playgroup program continued and growing from strength to strength – staffed by Chaplain and Music teacher.	• Embedded and ongoing
• Attendance & Student Engagement	• School Welfare Officer position continuing to follow up on attendance issues.	• Ongoing
	• Clear processes established and embedded on attendance and behaviour issues.	• Embedded and ongoing
	• ABC Cup, SWPBS, Kid's Hope programs supporting student's social and emotional needs continuing.	• Embedded and ongoing
	• Positive acknowledgement and reward program in place around student behaviour	• Embedded and ongoing
School Curriculum		
• Implement the Australian Curriculum	• Curriculum goals and targets developed for year levels	• Introduced – further development in 2014
	• Student individual personal learning goals developed in Literacy and Numeracy	• Embedded
	• Australian curriculum for History introduced across P-7	
	• YuMi Maths, Warm-Ups, Michael Ymer strategies introduced in the maths curriculum and supported by Numeracy Coach and key teachers	• Introduced – further development in 2014
	• Commenced the introduction of Back to Front Maths pedagogy	• Commenced and ongoing
	• Continued to build on the focus of reading through a consistent approach to reading strategies	
• Differentiation	• The use of student performance data embedded as a basis for differentiation and tracking of progress	• Commenced and ongoing
	• Data walls developed and visible in all classrooms	• Introduced – further development in 2014
	• Individual Learning Plans introduced to support 'at-risk' students	
	• Intensive intervention programs in place supporting needs of students (SAR, ELF, PAL, etc.)	• Embedded
	• Support for building teacher capability around differentiating the learning for students introduced	• Introduced and ongoing
	• Extension programs introduced for higher achieving students, e.g. ACT Cup, U2Bands iConnect.	• Introduced

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• Assessment & Reporting	• Assessment Tool Improvement Agenda in Literacy & Numeracy established and embedded • Moderation with neighbouring school to develop consistency of teacher judgements • Feedback process from teacher to student and student to student highlighted as a focus for our improvement agenda	• Introduced and ongoing • Introduced and ongoing • Introduced – further development in 2014
Teaching Practice • Develop and enact a pedagogical framework based on ASoT	• Quality standards for effective classroom practice and classroom management developed and introduced • ASoT implementation plan developed and introduced • Weekly focus of ASoT concepts embedded through meetings and discussion forums • Pedagogical framework developed and introduced	• Introductory stage – further development in 2014
• T&L Audit Priorities	• Audit results shared with community and improvement plan introduced around feedback	• Introductory stage – further development in 2014
• Reading	• Continual monitoring and upskilling around the teaching of reading a major focus for all staff • Reading program documents completed and all staff inducted • Introduction of Watching Others Work program for building staff expertise.	• Commenced and ongoing • Embedded • Introductory stage – further development in 2014
Principal Leaderships and School Capability • Implement the Developing Performance Framework	• 8 staff trained as Educational Coaches • All staff engaged with coaches around professional development goals and actions • Professional Development plan developed from school strategic priorities and staff plans • Term professional discussions conducted between teachers and admin around professional goals • Principal and Deputy Principal undertook the 360 degree feedback program and Principal/Deputy Performance Plans developed and enacted on.	• Embedded and ongoing • Embedded and ongoing • Ongoing • Completed and ongoing

Future outlook

- Implement the Australian Curriculum
- Key Literacy and Numeracy improvement strategies
- Differentiation strategies
- Early Years focus
- Behaviour Management

ACARA Priorities

- Embed English, Mathematics, Science, History (National Curriculum) planning from ACARA documents and using C2C as a resource. Trial Geography using C2C resource in Semester 2

Literacy Priority

Embed a balanced reading program

Develop a balanced writing program (commence Semester 2)

Numeracy Priority

Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to ACARA content, Number lines, Part/Whole relationships, Reasoning and Estimation using the Back to Front Maths program

Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources ie PAT M.

Differentiation Priority

Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project, UNSW testing, ACT program,)

Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations

Support students identified 'at risk' with a targeted intervention program

Early Years Priority

Engage an Early Years Mentor within early year levels (P-2) to build teacher capability in the explicit teaching of early years concepts in literacy and numeracy

Develop further links and implement programs to strengthen learning within the community in the pre-Prep years. Participation in the Peninsula Early Years Learning Strategy and CBSS playgroup.

NAPLAN Strategy

Complete a thorough interrogation of NAPLAN data in preparation for 2014 NAPLAN

Discipline/Behaviour

Explicit and clear school-wide expectations established with families, teachers, and students and are evident visually around the school

Strong procedures in place to encourage a school-wide, shared responsibility for student management, and to encourage the development of a culture that promotes learning.

A plan established and implemented for the systematic collection of a range of student behaviour data and this data is used to identify starting points for intervention over time

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School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	382	178	204	90%
2012	373	172	201	91%
2013	389	174	215	89%

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

Characteristics of the student body:

Clontarf BeachState School is located on the Redcliffe Peninsula, which has areas of socio-economic disadvantage. Clontarf Beach draws students from a range of diverse backgrounds, both socially and culturally, including Aboriginal and/or Torres Strait Islander. Some of our students have a language other than English spoken at home and students are frequently proficient in the spoken form of that second language. There is a high proportion of single parent families within our community. Our school is proud of the fact that we are part of such a diverse community and good relationships exist amongst all students within the school and all groups within the community.

In 2013, at Clontarf Beach State School, 215 boys and 174 girls made up the student population. While our students came from a broad range of cultural backgrounds, Aboriginal and/or Torres Strait Islander backgrounds predominate.   5% of students had Aboriginal and/or Torres Strait Islander backgrounds. There were 14 students in the Years P-7 special education program.

From Feburary 2013 – November 2013, enrolment continuity was 89%. The average class size in Prep-Year 3 was 23 students while in Years 4-7 it was 28 students. The majority of classes have been under target in 2013.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	21	23
Year 4 – Year 7 Primary	25	22	28

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School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	16	20	27
Long Suspensions - 6 to 20 days	5	0	3
Exclusions	2	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Our school's curriculum offers a strong and explicit curriculum based on the eight key learning areas. Special activities are tailored to meet the needs of students and provide opportunities for all.   These include:

- Whole school embedded reading program
- Support programs such as Support-a-Reader, Support-a-Writer, Support-a-Talker, Perceptual Motor
- Marine Studies for Year 4/5 students in partnership with our local high school
- Extension programs for more able students run in partnership with our local high school, e.g. ACT Cup
- Extension programs for more able students run by the school, e.g. U2B project

Extra curricula activities

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

- *Representative senior leaders and school captains and sports and music captains.* Each year the students elect school captains and house captains from Year 7. From 2014, Year 6 and 7 will be eligible for these positions. A Music captain is also selected from students participating in the instrumental program.
- *Leadership program* (Senior Leaders) *for aspirant student leaders in Year 6.* Students aspiring to be school leaders the following year are mentored by staff and undertake leadership training to fit them for selection as student leaders.
- *Supported play and lunchtime games activities*. Students requiring additional support to manage their behaviours during break times are offered supported play sessions by staff.
- *Camps* – Year 6/7 leadership camp – students prepare themselves to be role models for other students by undertaking leadership training in conjunction with team building exercises. Year 5 students attend a 2 day outdoor camp while Year 4 students undertake an overnight camp at Underwater World. Early years students participate in a twilight camp at school.
- *Interschool sport*. Students from Year 5,6,7 participate in interschool sport and district representative sport. Representative teams include netball, boys and girls soccer, rugby league, softball and volleyball.
- *Instrumental Music Program* – lessons are provided by visiting music teachers and opportunities are provided for students to participate in the school band.
- *Choir* – students are invited to participate in our 2 school choirs

How Information and Communication Technologies are used to assist learning

Clontarf Beach State School is continuing to work towards full implementation of the OneSchool suite. 100% of teaching staff offer students opportunities to engage in a variety of ICT experiences as part of the teaching and learning cycle. All teaching staff utilise school based laptops and interactive whiteboards to support and enhance students' learning.

Students interact with a wide variety of resources, namely student laptops, iPads, iPods, interactive whiteboards, voice recorders. Information and Communication Technology competence is presented as an important capability to be developed across curriculum areas in the Australian Curriculum and the C2C units. Staff have used their skills to negotiateand deliver an online curriculum. Staff engage in the production of EdStudios to supplement teaching resources. This upskilling is supported by our resident IT mentor.

Social climate

Clontarf Beach State School has developed a culture that is very supportive of all groups – students, parents, staff, volunteers and visitors. We are recognised in the broader community for providing safe and supportive classroom and playground environments. Students new to the school, are welcomed and fit in very easily to the school's routines and expectations. Teachers maintain classroom environments that are child-centred and supportive of the social and emotional development of their students.

During 2013, the implementation of the School-wide Positive Behaviour Support program was continued. This research based program provides a specific focus on developing and maintaining a school environment that is safe, tolerant, academic, respectful and supportive of all students and staff. This program is directly linked to the school's behaviour management program with the school's expectations having a direct link to our school rules. A rule of the week is taught in all classrooms and is reinforced through fortnightly celebration assemblies. It is an expectation that all students and staff at Clontarf Beach know our school's expectations, can provide examples of school rules linked to these expectations and continually model our expectations in all school settings. Our students strive to become Clontarf Beach Stars – Safe, Tolerant, Academic, Respectful and Supportive.

In line with Education Queensland's Code of School Behaviour, the school is guided by the *Responsible Behaviour Plan for Students*. At Clontarf Beach mutual respect is the premise upon which effective relationships are based. We operate on an approach where children are assigned a level of behaviour support. The majority of students are classified as either "Merit", "Responsible" or "Monitored". A minor number of students require a higher level of support and fall into the 'targeted' or 'intensive' support category. The school implements individual plans and strategies for these students to ensure they can access an education without impinging on the rights of others. Student successes are celebrated at Behaviour Parades each term.

During 2013, the school continued to employ a Chaplain with the support of Federal and State Government funding. The Chaplain provides support to students, staff and parents. The Chaplain worked three days a week at the school and she is well received by the whole school community. Our Chaplain also runs a playgroup for our prePrep students one morning a week.

Those children requiring additional pastoral care support were able to access the services of volunteers from Kids Hope, our Chaplain, CYMHS focused social and emotional counselling and Guidance Officer.

Other initiatives which strengthen our positive school climate are:

- School discos, instrumental music evenings and school musical evenings are well attended by parents
- Highly effective transition programs with local high schools
- Sports programs and games times promote cooperation and school pride

- Involvement in activities which represent our school : Anzac Day Marches, ACT Cup, ABC Cup, Student Chef

Parent, student and staff satisfaction with the school

An impressive rise in the satisfaction levels of parents, students and staff from 2012 to 2013 was evident in the category of liking being at the school. However, data from parents and staff indicate that they would prefer to have more feedback around student work and staff work. This is a focus for 2014. Even though a major focus in 2013 was on ensuring that parents and staff were given opportunities to have their opinions heard more, the data suggests that more work needs to be done on this in 2014. Student data indicates that behaviour management and safety are still a concern for them and this has been taken into consideration for the 2014 overhaul of our behaviour management processes.

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)	91%	85%
this is a good school (S2035)	95%	95%
their child likes being at this school* (S2001)	95%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	91%	90%
their child is making good progress at this school* (S2004)	95%	90%
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)	95%	84%
teachers at this school motivate their child to learn* (S2007)	91%	95%
teachers at this school treat students fairly* (S2008)	91%	84%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%
this school works with them to support their child's learning* (S2010)	95%	90%
this school takes parents' opinions seriously* (S2011)	86%	85%
student behaviour is well managed at this school* (S2012)	91%	90%
this school looks for ways to improve* (S2013)	100%	84%
this school is well maintained* (S2014)	100%	95%

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	96%
they like being at their school* (S2036)	91%	96%
they feel safe at their school* (S2037)	95%	89%
their teachers motivate them to learn* (S2038)	94%	97%

their teachers expect them to do their best* (S2039)	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%
teachers treat students fairly at their school* (S2041)	88%	98%
they can talk to their teachers about their concerns* (S2042)	86%	92%
their school takes students' opinions seriously* (S2043)	87%	92%
student behaviour is well managed at their school* (S2044)	83%	85%
their school looks for ways to improve* (S2045)	91%	97%
their school is well maintained* (S2046)	86%	94%
their school gives them opportunities to do interesting things* (S2047)	94%	95%

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)	87%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	97%
staff are well supported at their school (S2075)	92%
their school takes staff opinions seriously (S2076)	89%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	97%

* 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.

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Involving parents in their child's education

It is our belief that being a strong partner in their children's education isone of the greatest gifts a parent could give their child. At Clontarf Beach during 2013, we again provided parents with a vast number of opportunities to be involved in the life of our school and in their children's education. Parent communication strategies include fortnightly newsletters, annual parent/teacher evenings, 1st and 3rd term parent/teacher interviews, individual class term newsletters, 2nd and 4th term report cards and various classroom special events. Volunteer parent helpers are inducted, then support teachers in their work. A large number of volunteers support our reading intervention program and swimming lessons and excursion support . Parent involvement opportunities include Tuckshop, P&C Assocation, participation on school committees such as Behaviour, Publicity, WHS. Parents are also invited to join us for special events, namely Education Week, Book Week, Sport Carnivals, Music Performances, Grandparent's Day, to name a few.

Reducing the school's environmental footprint

All staff and students are encouraged to recycle paper and cardboard which is collected by a paper recycling company on a regular basis. Curriculum units have an environment focus on topics such as clean water, climate change and diminishing resources. Staff and students are encouraged to print only when necessary and to report dripping taps, leaking toilets, etc.

Staff are required to turn off lights and fans when not in use. As a whole school, we are consciously working to reduce paper consumption.

During 2013, as part of our lunchtime program, the Worminator's group continued with a view to recycling food scraps through worm farms and compost bins. A whole school audit of waste production was also performed in conjunction with the Moreton Shire Council. Red bin lids were purchased and separate bins were introduced into the school community to foster better recycling practices.

Solar panels assist in the reduction of electricity usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	155,040	2,184
2011-2012	130,224	567
2012-2013	133,823	1,064

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.

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Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	29	16	0
Full-time equivalents	25	10	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	27
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	**29**
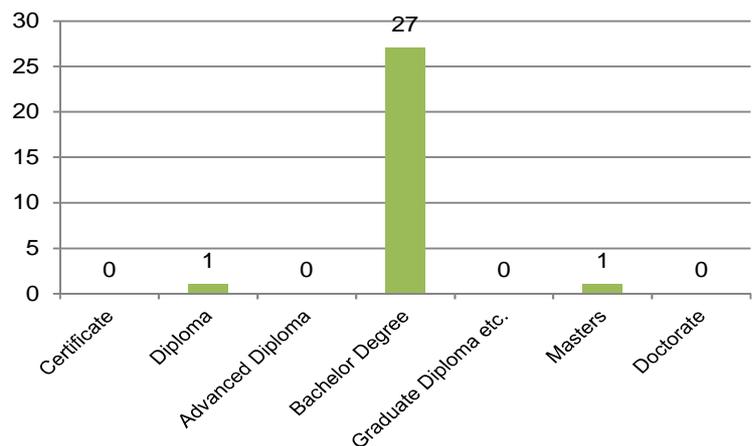
* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $13600.

The major professional development initiatives are as follows:

- Educational Leadership Coaching program – 8 trained staff members
- Top up of new staff in First Steps in Reading
- Data literacy/analysis
- Reading – Sheena Cameron
- YuMi Deadly Maths

- Michael Ymer mathematical strategy
- Maths Warm-Ups
- Art & Science of Teaching (ASoT)
- Differentiaton – Individual Learning Plans
- Back to Front Maths pedagogy
- Australian Curriculum – History
- Behaviour Management – ESCM; At-risk students; Classroom profiling; Middle years behaviour strategies; NVCI; ESSKI

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.	96%	96%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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.**

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.

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Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	91%

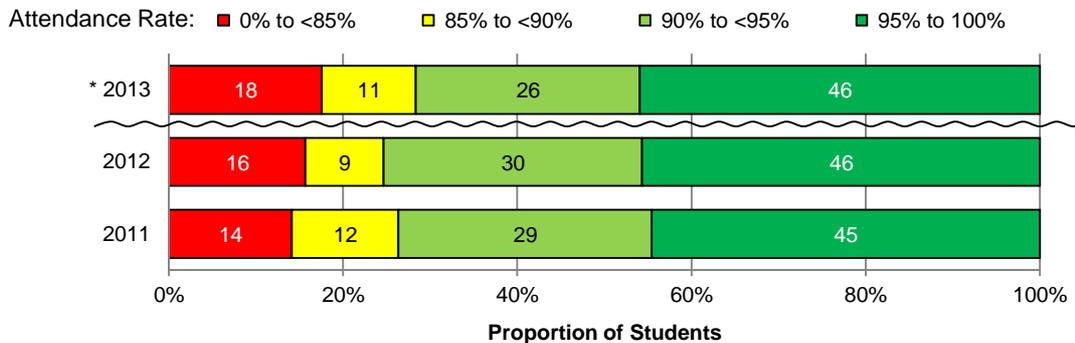The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	95%	91%	92%	95%	91%	93%	91%					
2012	91%	95%	93%	92%	94%	89%	93%					
2013	91%	92%	94%	93%	89%	92%	89%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

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

* 2013	18	11	26	46
2012	16	9	30	46
2011	14	12	29	45

Proportion of Students

* 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 outlines processes for managing and recording student attendance and absenteeism.

All class rolls are marked twice per day in accordance with DET policies and CBSS's attendance policy. Late arrivals and early departures are recorded through the front office with explanations recorded in line with

policy requirements.

Rolls are checked daily by office staff. A Student Welfare Officer position was reintroduced in 2013 to follow through on student absences. Analysis of the data is conducted weekly with a spreadsheet shared with the Principal on 'at risk' attendance. Phone calls are made to parents after three consecutive unexplained absences or where a pattern of nonattendance is evident. If there is no satisfactory explanation given by parents or guardians, letters are sent home to parents and these are followed-up by members of the school administration. Meetings are organised between the Principal and the parents to discuss nonattendance issues. At times, the Guidance Officer is involved in this process. All communication with parents over absences are recorded on OneSchool. All families are supported on an individual basis to assist with any issues they are experiencing which contributes to their child not attending school.

Letters are sent to parents at the end of each semester highlighting the school's attendance goal and their child's attainment of this goal in comparison. Regular communication regarding the expectation of "Every child at school attending every day" is made through our school newsletter and on parades. Students make individual personal goals around their attendance data. Brochures have been developed to visually inform parents of the issues experienced by children when not attending school on a regular basis.

Each fortnight, class attendance data is shared with the students at assembly. The class with the highest attendance percentage for the fortnight is awarded the Attendance Trophy to keep in their class for the fortnight. Likewise, end of term data is collated and the winning class is awarded a class set of iceblocks. Class teachers work with their students around setting attendance goals and followup on any unexplained absences.

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.**

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.

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Achievement – Closing the Gap

There were no Year 3 Indigenous students to compare the gap in 2013. With regard to the gap between the performance of Year 5 Indigenous and non-Indigenous students, there was considerable achievement with non-Indigenous students achieving higher than non-Indigenous, and in fact, higher than the National Mean in Reading and Numeracy.   However, in writing, the Indigenous students' data showed a considerable gap scoring lower than non-Indigenous students.

Year 7 data for Reading, Writing and Numeracy showed comparable levels between Indigenous and non-Indigenous students.

In 2013, attendance rates of Indigenous students was 87.8%, 4% below non-Indigenous students. This represents an increase of 1% on 2012 figures.

At August 2013, 5% of the school's population were Indigenous students.