Clontarf Beach State School
Queensland State School Reporting
2014 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 2014 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 2015.

This report contains information and data relating to the performance of Clontarf Beach State School for the calendar year of 2014. Whilst one of the smallest of the state schools on the Redcliffe Peninsula (approximately 430 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 2014 national assessment program – NAPLAN.

School progress towards its goals in 2014

SCHOOL PRIORITIES 2014	PROGRESS MADE	IMPLEMENTED
- Implement the Australian Curriculum - Key literacy and numeracy improvement strategies - Differentiation strategies - Early Years focus - NAPLAN	- Australian curriculum for Geography introduced across P-7 - Embedded English, Mathematics, Science and History Australian curriculum - Continued to build on the focus of embedding a balanced reading program – consistency of practice, building capability of staff, development of a rigorous model - Instructional Leadership model embedded across the school building teacher capability through observation and feedback - Continued to embed Back to Front Maths pedagogy and build teacher capability around the teaching of mathematics - Range of assessment tools designed to support evidence of quality teaching and learning - Implemented an increased focus on learning goals and success criteria to inform teaching and learning - Increased focus on using data as evidence to inform differentiation of planning, teaching and reporting - Intervention programs (with skilled staff) implemented to support 'at risk' students - Identified students – support plans in place supporting the differentiation - Early Years Mentor engaged to build teacher capability in the explicit teaching of early year's concepts in literacy and numeracy - Partnerships strengthened with early years providers in the community through continued building of early year's vision and Peninsula Early Years Learning Strategy and CBSS playgroup. - Data meetings held to collect, monitor and review student performance based on systemic and diagnostic testing and used to inform intervention, strategic direction and student progress –aligning to planning, teaching and reporting.	Commenced and ongoing. Embedded and ongoing. Embedded and ongoing. Ongoing Implemented and ongoing Implemented and ongoing Implemented and ongoing Completed Ongoing Ongoing
- Implement performance reviews for all staff (eg. PDP) - Learning and Wellbeing Framework - Social Club	- Coaching program continued – feedback culture embedded – aligned to school improvement priorities - Professional development plan aligned to school improvement priorities - Instructional rounds and walkthroughs embedded around the teaching of reading - Continued support from Back to Front maths consultant – working with teachers around pedagogy and planning - Training of staff to implement Kids Matter in 2015 - Social club activities introduced - Commencement of House Cup and increased emphasis on Sporting houses through fortnightly House Cup activities	Embedded and ongoing Embedded and ongoing Ongoing Continue into 2015 Introduced and continuing 2015

• Develop and enact a pedagogical framework based on ASOT or other approved framework	• Curriculum Framework based on ASoT introduced and training given • Design questions 1 and 7 of ASOT framework implemented and practices reviewed around DQ 6. • Feedback supplied to teachers around enactment of ASoT pedagogy	Implemented and ongoing
• Getting Ready For Secondary School • Parent and Community Engagement Framework • Attendance • Peninsula Early Learning Strategy	• Successful transition of Year 7 into high school. • Joint programs with high school focusing on upper two bands • Successful enrolment program for Prep 2015 • Workshops conducted for parents around literacy and numeracy • Exploration of digital communication channels for implementation in 2015 • Community partnerships explored – 2015 commencement of OSHC; hiring of facilities; Kids Hope continued; Reading volunteers continued; Church continued • Opportunities for parents to engage in school events • Attendance processes and communication consistent and clear – followup process enacted • School facilities – successful school grant to build shelter over play equipment and outside classrooms. • Continued collaboration with early childhood providers – forums conducted – building prep readiness and successful transition processes	Completed Continuing Commencing 2015 Continuing Continuing Completed Continuing
• T&L priorities • Discipline Audit priorities	• Positive development of staff's data literacy skills • Learning goals and success criteria implemented as part of the teaching program • Improvement in timely feedback to students • Collegial and self-reflective culture developed – teachers welcome feedback from colleagues around their practice • Explicit and clear school-wide expectations established with families, teachers, and students and are evident visually around the school • Strong procedures are in place to encourage a school-wide, shared responsibility for student management, and to encourage the development of a culture that promotes learning. • The school uses data to identify starting points for intervention over time	Continuing Embedded Ongoing Ongoing Ongoing Continuing

Future outlook

Successful Learners
Literacy and numeracy improvement:
Improve literacy and numeracy achievement through an emphasis on explicit teaching and differentiated curriculum to suit the needs and learning styles of students.
- Numeracy – continue to embed the Back to Front maths program
- Literacy – continue aligning the intent of the whole school reading program against classroom practice
- Re-introduction of personal learning goals and targets for students and feedback
- Spelling – complete overhaul of whole school spelling program and building teacher capability (LEM Phonics)
- Writing – complete overhaul of whole school writing program and building teacher capability (7 Steps to Writing)

- Embed oral language screens and intervention programs in Prep and Year 1
- Realign prep curriculum in line with research around best practice for early years education
- GRG funding to continue to focus on early years education

Improved student engagement with school

Improve attendance rates, decrease late arrivals and early exits of students towards increased student engagement with learning. Improved behaviour outcomes for Tier 2 students.

- Examine further proactive measures to improve student attendance and decrease late arrivals and early exits
- Build upon SWPBS supports for Tier 2 students eg Getalong program and KidsMatter

Transition of students

Engage with the community to ensure a seamless transition at key points in students' schooling journey.

Effectively target resources

Develop whole-of-school approaches that effectively target resources to meet the needs of every student.

Great People

Build instructional leadership capacity

Build instructional leadership capacity of teachers through coaching and mentoring, dedicated professional development and the use of Performance Development Framework.

- Build teacher and teacher aide capability in the teaching of reading through the school's Professional Growth Model (coaching program)
- Continue implementation of ASoT Pedagogical framework

Feedback Culture

Develop a positive, trusting culture to facilitate constructive, meaningful feedback on performance

- Refine Feedback process for staff and students

Early childhood education

Through regional Prep Mentor programs, target early years teachers' skills to cater for the range of diverse learners

- Build teacher capability through encouragement of early years networks for early years teachers (Mentoring Program)
- Continue to upgrade the early years outside learning space

Staff wellbeing

Engage in a variety of activities to help improve staff morale and resilience through organisational changes and professional development.

- Introduction of Kids Matter (staff wellbeing supports)

Empowered Leaders

Early childhood initiatives

Continue to build links with early childhood sector through involvement in the Peninsula Early Learning Strategy.

Professional Learning Teams

Develop PLTs to drive school improvement through professional analyses of school performance and decision making.

- Building teacher knowledge and skills around assessment and reporting
- Continue to improve the focus of PLTs to drive school improvement focus – data literacy
- Build teacher capability in using ICT tools to enhance teaching (Cyber Café; iPad program)

High Standards

Improve internal monitoring and tracking of student progress

- Effectively use data to track students' progress across the school and to inform personalised learning approaches in the classroom.
- Whole school alignment of the teaching, assessment and reporting cycle
- Short cycle data action plans around Reading and Numeracy

Student wellbeing and opportunity

- Promote social-emotional wellbeing of students through school wide positive behaviour support and promotion of personal best goals and targets. Extend students' opportunity for talent development through extension programs, The Arts and HPE.
- Implement Tier 2 of SWPBS program
- Discipline Audit recommendations
- Introduce Kids Matter program
- Refocus ABC Cup program and Lunchtime program
- Build whole school knowledge around the MSSWD policy and embed policy and procedures in our planning, teaching and assessment

Closing the Gap

Improve the outcomes of Indigenous students and close the gap between outcomes of Indigenous and non-Indigenous students.

Financial Audit

Respond to audit recommendations to ensure school processes, school supports and regulations are best practice.

Engaged Partners

Parent and community engagement

Develop productive partnerships with parents, carers and the community to support improved student learning opportunities.

- Continual evolvement of school's website as an online information and learning source
- Parents workshops focusing on literacy and numeracy – key improvement agenda
- Developing a service directory of community organisations and agencies that can support student learning and development
- Continuation of CBSS Face Book site and other communication devices
- Introduction of Kids Matter (parent / community partnerships)

Early childhood education

Continue developing links with parents and carers through the school's Playgroup initiative and pre-Prep transition process

- Continue involvement in the PEL strategy and incorporate additional opportunities for pre-Prep parent engagement in the school (e.g. continuation of playgroup, invitations to school activities, parent workshops)

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	373	172	201	91%
2013	389	174	215	89%
2014	425	188	237	92%

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

Characteristics of the student body:

Clontarf Beach State 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 2014, at Clontarf Beach State School, 237 boys and 188 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 16 students in the Years P-7 special education program.
From February 2014 – November 2014, enrolment continuity was 92%. The average class size in Prep-Year 3 was 24 students while in Years 4-7 it was 28 students. The majority of classes have been under target in 2014.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	23	24
Year 4 – Year 7 Primary	22	28	28

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	20	27	33
Long Suspensions - 6 to 20 days	0	3	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

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. During 2014, Year 6 and 7 were 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 5.* 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 participated 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
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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 negotiate and 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 2014, 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 2014, 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,

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	91%	85%	85%
this is a good school (S2035)	95%	95%	93%
their child likes being at this school* (S2001)	95%	100%	98%
their child feels safe at this school* (S2002)	100%	100%	95%
their child's learning needs are being met at this school* (S2003)	91%	90%	83%
their child is making good progress at this school* (S2004)	95%	90%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	87%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	84%	87%
teachers at this school motivate their child to learn* (S2007)	91%	95%	88%
teachers at this school treat students fairly* (S2008)	91%	84%	95%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	92%
this school works with them to support their child's learning* (S2010)	95%	90%	90%
this school takes parents' opinions seriously* (S2011)	86%	85%	87%
student behaviour is well managed at this school* (S2012)	91%	90%	87%
this school looks for ways to improve* (S2013)	100%	84%	92%
this school is well maintained* (S2014)	100%	95%	98%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	96%	100%
they like being at their school* (S2036)	91%	96%	100%
they feel safe at their school* (S2037)	95%	89%	98%
their teachers motivate them to learn* (S2038)	94%	97%	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%	96%	96%
teachers treat students fairly at their school* (S2041)	88%	98%	98%
they can talk to their teachers about their concerns* (S2042)	86%	92%	92%
their school takes students' opinions seriously* (S2043)	87%	92%	96%
student behaviour is well managed at their school* (S2044)	83%	85%	96%
their school looks for ways to improve* (S2045)	91%	97%	98%
their school is well maintained* (S2046)	86%	94%	100%
their school gives them opportunities to do interesting things* (S2047)	94%	95%	96%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	97%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		87%	85%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		97%	91%
staff are well supported at their school (S2075)		92%	82%
their school takes staff opinions seriously (S2076)		89%	73%
their school looks for ways to improve (S2077)		100%	97%
their school is well maintained (S2078)		97%	85%
their school gives them opportunities to do interesting things (S2079)		97%	88%

* 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

It is our belief that being a strong partner in their children's education is one of the greatest gifts a parent could give their child. At Clontarf Beach during 2014, 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 2014, 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	130,224	567
2012-2013	133,823	1,064
2013-2014	140,022	3,349

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	30	21	0
Full-time equivalents	26	11	0

Qualification 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	2
Doctorate	0
Total	**30**
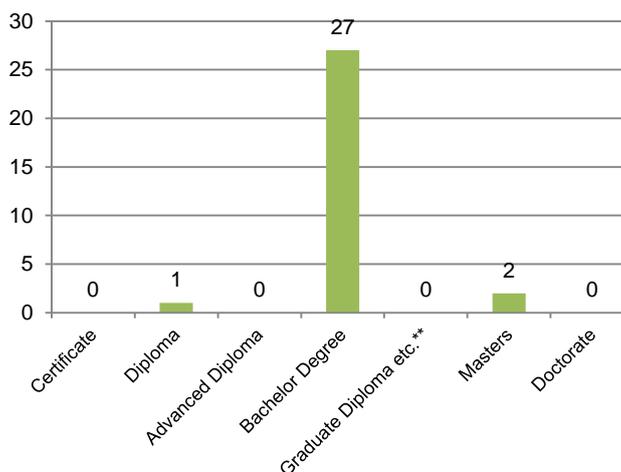
*Teaching staff includes School Leaders

**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 $8,754.36 from school grant and $8233.21 from GRG.

The major professional development initiatives are as follows:

- Back to Front Maths,
- LEM Phonics,
- Fierce Conversations,
- Seven Steps to Writing Success,
- Coaching development program.

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%	98%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 78% 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.**

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government

[SEARCH]

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

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

Performance of our students

Key student outcomes

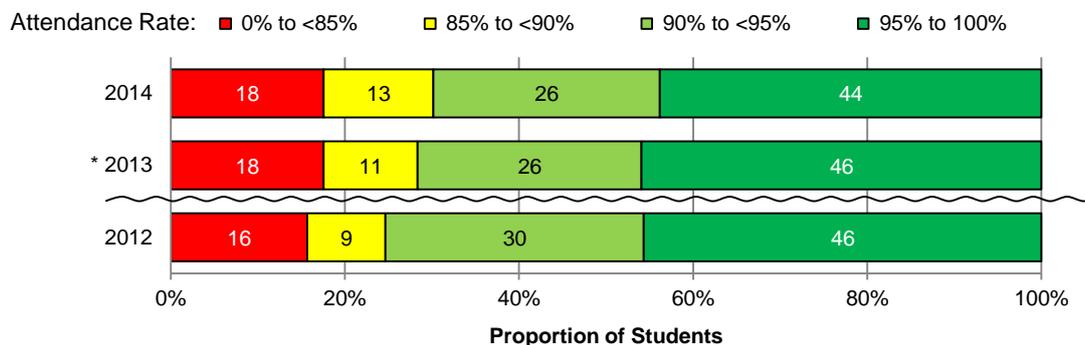| **Student attendance**	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	92%

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	91%	95%	93%	92%	94%	89%	93%					
2013	91%	92%	94%	93%	89%	92%	89%					
2014	93%	92%	93%	90%	94%	88%	94%					

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	18	13	26	44
* 2013	18	11	26	46
2012	16	9	30	46

Proportion of Students (0% — 20% — 40% — 60% — 80% — 100%)

*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 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 2014 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.

Achievement – Closing the Gap

There were no Year 7 Indigenous students to compare the gap in 2014. With regard to the gap between the performance of Year 3 & 5 Indigenous and non-Indigenous students, there was considerable difference between the achievement of non-Indigenous and Indigenous students with non-Indigenous students achieving higher than Indigenous in Reading, Writing and Numeracy.   However, in both year levels, there were 3 students who identified as Indigenous.

In 2014, attendance rates of Indigenous students were 88.3%, just under 4% below non-Indigenous students (92.1%). This represents an increase of .5% on 2013 figures.

At August 2014, 5% of the school's population were Indigenous students.