

Queensland State School Reporting – 2011

Woodridge North State School (0647)



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Principal's foreword

Introduction

This report provides a snapshot of our school during 2011. It includes progress towards the goals outlined in the 2011 School Operational Plan and in the Four Year School Strategic Plan 2010 - 2013. It also aligns with the areas identified in the Teaching and Learning Audit Tool. Additional details about the 2012 priorities are provided in the report, however, the four key strategic directions for 2011 were:

- * Improved performance in Literacy and Numeracy through targeted learning programs and quality teaching.
- * Closing the Gap, social inclusion and engagement, with a focus on student attendance and getting to school on time.
- * Early childhood, family/community links, provisions for children in the birth to five years age group: and
- * High standards of behaviour across the school through a cohesive, whole school approach.

In addition to the pursuit of high-quality learning and development outcomes for our students, we place a high value on helping students to develop life-long learning skills and on the social, emotional well-being of all school community groups. This report provides additional information about our parent-school and community partnerships.

Information about the curriculum, extra curricula activities and how information and communication technologies are being used to assist learning is described briefly and is part of our on-going commitment to eLearning. Construction of our new facilities, which include state of the art technologies, was completed and use of these facilities has added considerable value to the services we can now provide for our students and community.

We are proud to be a National Partnership school. This is continuing to bring significant additional funding and support to our school community from 2012 – 2013. The Every Child Counts project has been another key project which supports local school. This program will continue into the first semester of 2012, with a few services continuing until the end of the year. We are witnessing positive improvements in student performance data and our rate of progress exceeds the national average rate of improvement. We take pride in our cultural diversity and in the programs we are providing to improve student outcomes across all student groups.

Key focus areas for 2012 will be:

- * An expert teaching team
- * Differentiated classroom learning
- * Evidence based teaching (analysis, discussion and explicit use of data)
- * An explicit improvement agenda
- * Building leadership and capacity to sustain programs into the future.

The provision of professional learning opportunities will continue to assist with the implementation of the national curriculum in English, Maths and Science with an increasing focus on History, prior to its introduction in 2013.

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School progress towards its goals in 2011

The focus areas for 2011 were defined in terms of the eight audit areas outlined in the AOP across the four terms. Key priority was given to developing a culture that promotes learning; systematic curriculum delivery; evidence based teaching, building community links and analysis and discussion of data.

Literacy and Numeracy blocks were provided and data was used to identify student achievement levels so that provision could be made to help them reach the next level. Additional intensive support was provided for students who required this, including students for whom English is not their first language, students with a disability, Indigenous and other students achieving below expectations. Additional personnel were employed through the National Partnership funding to support this intervention.

Literacy Lessons for Logan Learners (LL4LL) continued to support teachers to work effectively with students to improve literacy outcomes. TORCH tests data provided evidence of improvement across Years 4-7 throughout the year. The Year 3 NAPLAN results in particular gave clear evidence that early childhood teachers and workers are making a difference to results in the EC sector. Prep to Year 3 teachers also engaged in training programs to implement Literacy programs that have proven effective with students who are part of complex, low-socioeconomic, culturally diverse communities. The P-3 Numeracy training was extended to teachers from Years 4-7 in the second semester to provide a whole school approach to the teaching of Mathematics. This was supported through the purchase of Mathletics, an online learning program which can be accessed by students at home as well as at school.

Oral language programs with prep students continued throughout the year to support students from homes where standard Australian English is not being used. Implementation of ACARA commenced during 2011 in both English and Maths, with teachers trialling aspects of the national curriculum in their classes. High levels of professional development were also provided to assist teachers to develop their understanding of the expectations of ACARA. Professional dialogue and rolling meetings assisted the unpacking of ACARA in the context of student achievement data.

Several action research projects commenced or were continued in 2011. These included the on-going training and roll-out of Break it Down, Build it Up (a literacy program which is helping to close the gap); Focus on Futures (a program which is helping to build student leadership capabilities, skills in goal setting for the future and supporting the transition for older students into secondary schooling. This program has been led by an ECC teacher working with class teachers in the upper primary grades; Using Philosophy to Strengthen Intellectual Quality in Pedagogy (a program which provides students with activities and discussions that help the development of higher order thinking (HOT); School Wide Positive Behaviour Support (SWPBS) (a program which helps students take responsibility for their own actions and behaviours and which involves the on-going training of staff). This program has seen the wide display and sharing of the global school rules and what these look like in context, across the school community.

In addition to the Save the Children and the Indigenous Playgroup and Homework Centre, the National Partnership enabled the establishment of a Pacifica Playgroup and Homework Centre as well. The ECC program enabled the employment of a local Pacifica Dance and Family Well-being Group to help get these services started. Attendance built steadily throughout the year and Samoan Independence Day celebrations were a great way of bringing families into the school context. The opening of the new facilities also saw a massive celebration by the community and had an impact of school morale.

A full time behaviour support teacher continued to assist the whole school approach to positive behaviour. The role of the mobility (student/family) support teacher was also continued as this officer does new enrolments, greets new families and introduces them to the school personnel and environment. The officer also is the key liaison person between community services and students and families needing support.

Performance Planning tools enable teachers to confirm their strengths and identify areas for which they would like additional training. This is a reflective process and both teachers and students participate in identifying what is happening in our school. In 2012, this process will be extended to non-teaching staff as well. Several teachers located to different areas at the end of 2011 and this is being seen as an opportunity to revitalise our school community and bring in new ideas and expertise.

While improvements were achieved through the Literacy interventions, Numeracy results were still of concern. The focus on Numeracy will be increased in 2012 with the support of UQ's Proportional Reasoning program. HOT training will be provided for all staff at the beginning of the 2012 year so there is a whole school understanding of how this can be developed with students. With ACARA, come higher expectations from all year levels and improvement plans are in the process of being developed to ensure cohesive understandings across the school.

While parent satisfaction ratings have improved, there are still concerns about student access to the electronic tools they need for education in the 21st Century. The ICT team has developed a master plan for improving the standard of technological tools in the school and of staff ability to utilise these effectively for teaching and learning. The Smith Family continues to support students and parents at the school through a range of programs, including Scholarships for students, the PASS program for Year 7 students and others.

The use of data to form targeted learning classes was less effective than having targeted learning groups within homogenous classes. In 2012, there will be a return to the latter with an increased focus on differentiation within classes.

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Future outlook

High value, high impact improvement areas for 2012 include:

Open, transparent performance mapping to support school/ class/individual discussion about improvement. Clear targets and strategies to enable students to self-monitor progress. Unpacking of C2C units before planning sessions. Differentiation within work units and within student groups. Extended use of specialist teachers. Provision of additional release time to allow teachers to work confidently and collaboratively on the analysis of data, using data to define what is needed to improve student achievement levels. Use of reflective tools with both staff and students to ensure match of needs and provisions. Professional development that supports literacy, numeracy, higher order thinking and health and well-being. Increased acquisition of eLearning tools and training to be able to use these effectively for learning and teaching.

Summarise all standardised & C2C assessment into one table for easy reference. Data walls in classrooms where appropriate. Learning Walks to obtain data about what is happening across the school. Use of WALT and WILF strategies in every classroom. Display and use of HOT charts and strategies across school. Use of OneSchool for all key school operations. On-going upgrade of school website. Use of reflective tools for teachers and students for self-monitoring and reality checks. Extension of PDP to all staff. Data visualisations and rolling meetings with additional teacher release time. Evidence-based differentiation through process, content, produce and/or environment.

Improvement plans for both English and Maths with explicit teaching strategies and expectations clearly outlined. Working with ECC team and Turnaround team members to quality assure operations. Collegial, critically reflective, no blame approach to teaching, learning. Positive approach to 'barriers'. Social priority group programs including playgroups, homework centres, TAFE and training programs, scholarships. Multi-media communication systems. Learning achievement charts, attendance and behaviour charts and celebratory events. Increased focus on getting the right people for the job through negotiation with regional officers. Parents and students as part of solutions. Develop a whole school plan for the effective development of phonological awareness from P-7.

School renewal through revisiting vision, values and beliefs. Use of SWOT analysis and follow up procedures to ensure sustainability of programs that are proving of high value and to identify those which are not so they can be dumped or adapted. On-going training for school wide programs and priorities, eg. SWPBS. Training of classroom profilers to support effective class management skills. Continuation of Pacifica and Indigenous Early Childhood Initiatives and student support services. Continuation of action research projects that support learning for life, eg. Focus on Futures. Funding from National Partnership to purchase key personnel to support improved student achievement and quality teaching.

Engagement with pre-service teacher training programs as part of service to the educational community. Induction sessions for new and/or returning teachers. Encouraging teachers who are not well suited to this type of community, to apply for a transfer. Extending and/or adapting programs such as LL4LL and BIDBIU that have proven successful, across the whole school campus. Using NAPLAN and other data to establish key focus areas. Training to support teachers taking subject specific roles, eg. History, Visual Arts, Technology, Performing Arts and HPE. Uninterrupted teaching time as much as possible. Use of coaching, profiling, mentoring, learning walks and WOW (watching others work) to increase quality of teaching. Ensuring that all staff understand the protocols that are in place within the education system. Encouraging teachers and others to attend twilight or breakfast professional development sessions rather than just depending on release time from classroom duties. Ensuring that PDP and PD plans are enacted.

Developing Pedagogical Framework that is aligned with ACARA and QCAR to replace previous curriculum framework. Continue whole school improvement plans outlined in AIP. Continue to ensure leadership density through program managers who develop their own action plans with their teams and manage their own budgets; through year level and/or sector managers; through weekly leadership team meetings, staff and special program committee meetings, eg. SNAC, SWPBS. Ensuring that all teachers have the skills and are implementing powerful practices such as WALT/WILF, Guided Reading, HOT strategies and that assessment tasks are aligned horizontally and vertically. Provision of holiday reading programs and reading diaries.

Restricting participation in university research programs to those that have proven of high value, eg. LL4LL, Bridging the Gap, Proportional Reasoning, AEDI. Build internal expertise to ensure sustainability of high quality programs and services after the completion of the ECC and NP funding support. School leaders model and support self-reflection by staff and students. Parent groups included in review processes and exploration of ways of improving service provision. Data from SOS as part of this reflection and review. Preparation for next quadrennial review, with teaching and learning audit as part of this review process. Recognition of members of school community through staff affirmation walls, student incentive days, awards and public acclamations.

Structured learning blocks where explicit teaching using powerful practices is clearly evident. Use of processes that enable identification of where individual students are currently at, where they should be and what is in the gap between the two. Use of differentiated provision to enable students to close the gap. Strategic monitoring through standardised and school-based assessment tools to ensure accuracy of data then effective use of this data to support differentiation. Organisation of classrooms and timetables to encourage student responsibility, persistence and independence in learning. Working with external partners to support the needs of students and families in the school community, eg. The Smith Family, Save the Children, Sport & Rec, Yugambah Dreaming Centre, Southbank TAFE, UQ and Griffith universities, local schools, other government services including Logan City Council.

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
478	240	238	87%

Characteristics of the student body:

Our school is situated in a district which has a significant number of families from low-socioeconomic backgrounds. The students are drawn from 50 different language groups with the largest groups coming from the Pacific Islands & New Zealand. Indigenous students comprise 10% of our student population. We also have students from other countries around the world. This increases the complexity of the school but also provides a rich tapestry of cultures and the school has a very positive reputation in the wider community with a no tolerance policy towards racism and violence. Our school has families from a range of religious backgrounds.

Older students display high level leadership qualities. All students are encouraged to take an active role in their own learning and development and to take responsibility for their own actions and behaviour. Some students are responsible for getting themselves and/or younger siblings to school because of family circumstances. Our school takes seriously its responsibility to ensure that students have an understanding of the world of work before they go on to secondary schooling as some parents are unable to provide this information to their children.

Tracking of student mobility indicates that the majority of exits from our school are because of housing and/or family relationship issues. Students are encouraged to stay in the one school for the school year where possible. Incentives are in place to encourage responsibility, respect, safe behaviours and engagement in learning. The school has a Support Teacher who undertakes enrolments, monitors attendance and the engagement of students within the school context. This officer is also the key liaison person between external service providers and students and families. This area is in a state of renewal at present, with developmental groups purchasing older houses while the market prices are low with a view to denser housing estates in the area.

Parent participation has always been high for multicultural and other special events, including sports. This increased as a result of the cultural programs being provided through the National Partnership, Every Child Counts and Indigenous funding sources. We have high levels of participation in TAFE training programs which are run on-site. School personnel also provide parent training programs for parents to support literacy and numeracy. The P&C Association is small but active with its fund-raising and services to the school. Students access the tuckshop on a daily basis and the YMCA Breakfast Program operates three days a week.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	21.3
Year 4 – Year 10	24
All Classes	22.6

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	83
Long Suspensions - 6 to 20 days	5
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Oracy programs to support our culturally diverse context in the early years, including play group 4 days week.

Targeted learning programs for literacy and numeracy with additional personnel purchased through National Partnership to support teaching and learning in these areas. Individual and small group learning support where required.

Dedicated performing arts teacher, purchased through National partnership to support comprehensive coverage of all aspects of this key learning area.

Extension programs for gifted and talented students.

Special Education Unit that caters for students with disabilities in general classroom contexts and which provides lunch time activities and lifeskills programs for students in the unit.

Social, emotional learning programs including Focus on Futures, student & family counselling services, student leadership programs, breakfast and healthy eating programs to support student health and well-being.

Instrumental music programs (strings, brass/woodwind, percussion/keyboard).

Cultural games programs, multicultural celebrations, homework centres to support school learning programs.

Implementation of school-wide positive behaviour support and incentive programs to encourage regular attendance, positive behaviours and getting to school on time.

Regular community meetings to ensure that curriculum is culturally inclusive.

Extra curricula activities

Project clubs including Film Production, song and dance activities including cultural group performances.

Curriculum related excursions, incursions and camps to broaden and extend students' learning experiences.

Participation in challenge activities across schools and national and international academic competitions.

Participation in sporting activities including rugby, soccer, netball, basketball and softball.

Employment of external providers for cultural, performing arts, life education and self-development programs.

Use of new facilities for performances, special events, social events, celebrations and learning programs.

Student leadership programs to develop leadership capabilities, responsibility taking and access by younger students to good role models. Student Council members communicate with classes across the school. Participation by older students in transition to high school programs.

Partnerships with a range of external organisations and groups to enhance learning and life opportunities for students, eg. scholarships, early identification of needs and abilities, family support.

How Information and Communication Technologies are used to assist learning

Our new facilities have top quality multi-media technologies built into the facilities. These facilities have also been used by the district to provide Apps and Caps training. The facilities together with the additional funding that has been provided through the NP have enabled increased acquisition of eLearning tools such as interactive whiteboards, iPads, computers and laptops for learning and teaching. The purchase of Mathletics and Reading Eggs is helping engage students in learning and allowing access to these programs at home.

The ICT leader and her team have been proactive in training others to support the use of OneSchool and eLearning tools. Members of the ICT team have been trained to make use of Joomla to continue improving and updating the website as part of improved marketing of the school. All teachers have their ICT Certificates and several are interested in getting their Pedagogical Licences. Teachers are making use of OneChannel for a range of professional learning activities. The ICT team contacted the Smart Classrooms director at the end of the year to arrange for additional pedagogical support in 2012. The ICT leader has attended expos, visited local schools and has a strong network in the local area.

Social climate

The school is seen as very supportive of its culturally diverse population. There are strong partnerships with external support agencies which bring benefits to both students and families. The 2011 parent opinion survey brought improvements of up to 17% on the previous year (72% to 89%). The student survey also provided increased satisfaction with school operations.

Student leaders play an active role in school operations as members of the Student Council, School and Cultural Captains/Vice Captains and/or as House Captains/Vice Captains. They organise and facilitate special events within the school, visit classes across the school to ensure all students have a say in school affairs and represent the school at external events such as ANZAC Day ceremonies. Students also participate as Peer tutors and Library monitors.

The school has a very good reputation in the district. This is endorsed by the many visitors we have at the school who frequently comment on the supportiveness of our school community and the positive relationships among the school community groups. Our ARD advised us that secondary schools in the district have stated that students from our school adjust better to secondary schooling than most from other schools.

While satisfaction with facilities is higher than previously, there is still concern because we have several classrooms which do not meet current space requirements. Discussions are on-going with facilities personnel to try to upgrade these areas. Community groups now hire the hall for weekly church services. Another group used the facilities for a conference in December, 2011. This was the first large-scale usage of the new facility and it helped identify a major plumbing problem which the construction company had to rectify.

Additional personnel and funding has been coming to the school. The National Partnership funding will continue into 2013 and the Every Child Counts funding into 2012. Both these additional revenue sources have enabled us to initiate levels of learning support not possible before. This, together with the commitment of our teachers, is having an impact on student performance, particularly in the lower primary sector, but in Years 4-7 also through participation in the LL4LL project.

The school is acknowledged for the quality of programs being provided for students with disabilities. Trained, dedicated staff support these students both in class and individually. Special programs are provided to assist students whose first language is not English. University partnerships provide access to literacy and numeracy training and support.

The gap between Indigenous and non-Indigenous students has widened in 2011 in reading and numeracy. Additional literacy and numeracy resources that are inclusive of Indigenous cultures will be purchased in 2012 to support improved results in these areas. The oral language program for younger students will also be extended to include more explicit teaching of reading. The gap in writing closed from 20 to 3. The low-socio-economic factor is however, the major issue which has to be addressed in our school as it has the most impact on the learning, health and well-being of our students.

Our P&C Association, our Indigenous Parent Group and our Pacifica Parent Group are comprised of highly dedicated members who undertake a range of fund-raising activities to support school operations. Playgroups, craft activities and certificate courses help bring parents together to build their confidence in supporting their children's learning. The tuckshop operates daily.

Parents and students in general, feel that they are treated fairly at this school and are comfortable speaking about their concerns or suggestions with administration or other staff members. The ECC provides an additional social worker service for the school. Chaplaincy funding supports the services of a youth worker whose role is to work with students who have disengaged from learning. Any issues involving bullying that are brought to the attention of staff are dealt with immediately and investigated thoroughly prior to being recorded in OneSchool. There is a dedicated teacher aide and a behaviour support teacher, both of whom work with staff to teach students better ways of managing their own behaviour. The SWPBS, philosophical thinking (HOT) and YCDI programs provide structure and support for meeting the expectations of responsible behaviours in the school.

Parent, student and teacher satisfaction with the school

Parent and student levels of satisfaction are significantly higher than in the previous year. Staff levels of satisfaction with access to professional development opportunities and morale in the school are down. These staff trends are probably attributable to the way in which learning support was organised in 2011 where student classes were grouped according to achievement levels. This has been changed to homogenous classes with differentiated groups within classes for 2012. In addition, the release time being provided since 2011 for teachers to analyse, discuss and utilise data is having a very positive impact on staff morale.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	74%
Percentage of students satisfied that they are getting a good education at school	79%
Percentage of parents/caregivers satisfied with their child's school	89%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	68%
Percentage of staff members satisfied with morale in the school	59%

Involving parents in their child's education

Indigenous and Pacifica early learning programs through which parents have access to play groups and resources for home use. Parent training programs are provided by both school personnel and by Southbank TAFE. The latter provides both Cert 3 and Cert 4 courses and have been well attended for several years. Parents are also offered training through the BEAM and MYCP programs which are conducted by school staff or by personnel from ECC.

Parents are involved in school review activities, including the school opinion survey. Regular community group meetings are held and 2011 negotiations saw the confirmation of a C&K on site with two sessions a week running in 2012. Teachers from the Prep area liaise with play groups and this will extend to the C&K in 2012. This is to foster early identification of children with special needs and to share ideas and resources.

Parents are linked to internal and external service providers where required. The Support Teacher for students and families provides parents with a guided tour of the school and introduces them to the class teachers. She relieves class teachers in some cases to allow the teacher time to discuss their child's educational needs. This helps create positive relationships between home and school. The benefits of this early interaction can be seen in the level of trust that exists between home and school and the support most parents give to staff even in situations that require disciplinary action.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Environmental footprint indicators, 2010-2011

Students and staff are encouraged to conserve water and electricity. Costs have reduced in 2011, particularly in the area of water conservation. The house garden and children's sand pits are serviced by water tanks. Large capacity tanks were installed under the new hall to allow for watering of the grassed area between the two new buildings. Fans and lights are turned off when out of rooms.

	Electricity KwH	Water KL
2011	86,241	967
2010	72,789	1,588
% change 10 - 11	18%	-39%

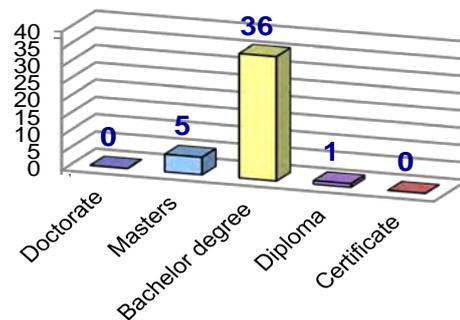
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	42	22	<5
Full-time equivalents	37	16	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	36
Diploma	1
Certificate	0



- Doctorate
- Masters
- Bachelor degree
- Diploma
- Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$ 47,176.08. The major professional development initiatives are as follows:

- * Differentiated curriculum – personalised learning
- * Non-violent crisis intervention
- * Staff induction program
- * University linked school-based research projects (LL4LL with Griffith, Proportional Reasoning with UQ)
- * PD for trialling of national curriculum materials and for implementation in 2012, adaptation of 'C2C' units across school.
- * PD for utilising ICTs for teaching and learning and for using OneSchool for school operations including Finance.
- * ESL Essentials training and training of key teacher to assist in Bridging the Gap.
- * Phonological Awareness training and training in other powerful practices for literacy learning, eg. Guided Reading, WALT/WILF.
- * Leaders in Sport Coach Program and ACHPER conference
- * Hidden Histories to support Closing the Gap
- * Maryborough Music Conference (instrumental teacher)
- * Philosophical inquiry: Facilitating thinking in the classroom; SWPBS
- * Strategic School Leadership workshops
- * Grammar for Life team training
- * Coach training for STLaNs and HOC

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2011 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 e

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

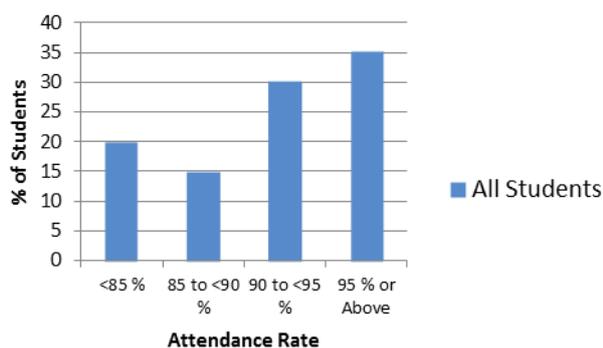
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91%	90%	91%	90%	91%	93%	90%					

Student Attendance Distribution

The proportions of students by attendance range.



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.

Our Attendance Improvement Plan is up-dated annually. Rolls are marked twice daily and checked by administration officers. If students are absent without explanation, every effort is made to contact parents to determine why the student is not at school. Contact is sometimes difficult in this community.

In addition, the school is participating in the SEAM project which is administered by CentreLink and ties parent payments to student attendance, within the specified sector of the community. However, this process is not able to be utilised until the child is 6 years of age. This eliminates Prep children and some Year 1 children. Home visits are required sometimes to obtain information and to strengthen links with some parents/carers. In some cases CLOs, Indigenous staff, Pacifica staff, the student support teacher and personnel from the Every Child Counts project assist with these visits.

The importance of children arriving on time and every day is continuously stressed with parents/carers and students. Incentives are in place to give recognition to those students who attend regularly and on time. Some students, however, still have a pattern of late arrivals. Class teachers maintain links with families through communication notices, parent/teacher meetings, email and/or communication books. Newsletters and the school website also carry messages about the importance of school attendance.

Additional signage has been provided around the school to get the messages about attendance and behaviour into the wider school community as some families do not read information that comes to them via newsletters.

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.

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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

Total enrolments at the school when the Closing the Gap Report for 2011 was prepared, were 480. Of these, 51 students were from an Aboriginal and/or Torres Strait Islander background.

The achievement gap between Indigenous and non-Indigenous students has decreased in recent years. The number of Indigenous students in Year 3 in 2011 was only 2, so the statistics were not a reliable indicator of what happens for Indigenous students at our school.

The attendance rate for Indigenous students in 2011 was 87.5% and for non-Indigenous students 91.6%. The lower figure can be attributed to two particular students who, in spite of efforts made to increase their attendance, still missed school regularly.

A number of new and/or improved initiatives will be put into place in 2012 to continue progress towards closing the gap. The school will continue to provide access to an Indigenous playgroup, homework centre, resource centre and will continue to support NAIDOC and other multicultural celebrations.

Supporting retention rates to Year 12.

This school has initiated programs which aim to support students into secondary schooling and beyond. The Focus on Futures project operated throughout 2011 with the support of ECC personnel and upper primary teachers. Leadership programs at the school encourage students to take on leadership roles within the school and to support school programs. A representative from the Student Council attended P&C meetings to report on activities. Student Council members have responsibility for reporting to and collecting information from all year levels. In this way, students have input into school operations and events. Transition programs and challenge days run in conjunction with other local schools (primary and secondary) assist in the transition to secondary schooling. Students also had access to the PASS program in 2011 which was facilitated by The Smith Family during the spring vacation.