

Woodridge North State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

This report provides a snapshot of our school during 2013. It includes:

- * The priority areas outlined in the AIP for 2013 which were aligned directly with recommendations provided in the teaching and learning audit conducted in 2011.
- * Progress towards the goals outlined in the 2013 Annual Implementation Plan and in the Four year Strategic Plan 2010-2013.
- * Future outlook. Supported by the new teaching and learning audit and the quadrennial school review conducted in 2013 which will also help guide future planning for the 2014 – 2017 strategic plan.
- * Our school in 2013 – staff, students, community.

Key focus areas for improvement in 2013 included:

- * Improved student performance in Numeracy, Reading, Writing, Grammar and Punctuation
- * Improved student engagement in learning programs through closing the Gap and Social, Emotional Well-being programs.
- * Improvement across all aspects of the original teaching and learning audit.

The Priority Areas of Development included the following:

- * Consistent, cohesive, collaborative quality teaching through the use of specific models/programs which have proven effective in complex, low socio-economic schools – for example, Break It Down/Build It Up, STRIVE.
- * SWPBS/SEL through school wide systems and programs including Friends/YCDI (Resilience Trust/University Links).
- * Community partnerships to support school programs for students and families which help build Unity through Diversity.
- * Confident, skilled workforce through personalised professional development including coaching and mentoring. Building capacity and capability of leaders and teaching staff to sustain programs into the future. Building on the capacity and capabilities on other staff to support learning and teaching programs and school operations. Some teaching and learning programs will be continued into 2014, some new strategies will be introduced, some will be adapted and adjusted further to align with the latest teaching and learning audit, departmental priorities and locally identified areas of concern from school data and opinion surveys.

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School progress towards its goals in 2013

Collaborative development of an explicit improvement agenda. The improvement agenda was translated into the pedagogical framework and components were unpacked with staff at workshops and through team planning and data analysis sessions. *Systematic Curriculum Delivery was further embedded through* - structured overviews, developed for literacy and numeracy blocks and research-based, whole school strategies/processes such as WALT/WILF, TIB, QAR, BIDBIU continue to be implemented. Prep teachers participated in the equating study (literacy and numeracy) for Early Start which will be implemented in 2014. Release time was provided to allow for *moderation, data discussions and team planning.*

Differentiated classroom learning – was supported through individual and small group learning programs. Data obtained through tools identified on the assessment schedule, systemic tests and through various classroom data collection tools, was used to identify the range of needs of students and how best these could be met. Some students had individual support plans which were monitored and adjusted by case managers working with teachers.

Building leadership and capacity for sustainability. During the PDP process, staff completed a reflection tool to identify their own strengths and areas for development. Students also completed a reflection tool which gave a mechanism for teachers to check their own perceptions with those of their students. Leadership roles continue to be taken by staff and students across a range of operational areas and training is provided where this is necessary to ensure the roles can be carried out efficiently. Leadership density across the school is high and team building and coaching are on-going priorities.

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 personnel.* This report provides additional information about our parent-school and community relationships.

Parent and student satisfaction ratings in the School Opinion Surveys were good. Staff morale continues to be an issue in staff opinion surveys. Significant steps were taken in 2013 to build relationships of trust and collaboration. Steve Francis was booked to work with staff during the pupil free days in January 2014 to support these priorities. Professional development activities have been better focused on strategic, school and individual priorities.

There was further enhancement of technological infrastructure and ICT tools to support learning, teaching and management. The one-to-one laptop program was introduced into one of the Year 4 classes and this will extend to both Years 4 and 5 in 2014. Data will be monitored to judge the impact of this initiative on student performance.

Strategies have been implemented to encourage students to self-monitor their progress in literacy, numeracy, lifeskills and attendance. National Partnership funding enabled the school to maintain a full time behaviour support teacher and a mobility support teacher who is the key liaison person between the family and community support personnel. Both of these teachers contributed to the release time for teaching team meetings. Attendance issues continued to be a concern with several students, some of whom live outside the catchment area and a few parents do not ensure that their children attend regularly. Various strategies continue to be used to gain compliance. An attendance competition was initiated to help stimulate regularity.

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Future outlook

Key Priority Areas of Development

* Pedagogy – further unpacking of the Pedagogical Framework and the Australian Standards for Teachers. Focus on Reading in Semester 1, 2014. Focus on Reading and Writing in Semester 2 leading into an increased focus on numeracy the following year.

* Purchase of additional personnel to ensure differentiated curriculum and delivery that will lift the performance of students P-7 in literacy and numeracy.

* Lifting student performance through quality teaching and support - 80% of students who do not require learning support plans to be at or above national minimal standards in reading by November 2014. Aspirational targets have been set and an increased percentage of students are expected to score in the upper two achievement bands. Learning support plans will be developed and recorded on OneSchool for those students who have special needs.

* Monitoring of student progress through short term data cycles will be carried out throughout the year. Data will be used to help guide curriculum planning, learning and teaching programs and assessment tasks. Cross-school or in-school moderation will be utilised for reading, writing and mathematics and to enable consistency in making judgements about standards achieved.

Well-being – improving staff morale will be a major focus through consistent, cohesive practices; collegial support including instructional coaching, peer coaching, classroom walk throughs and lesson observations.

Behaviour and Attendance – improving methods of communicating and working with parents concerning the importance of regular, on-time attendance. Closing the Gap for Indigenous students. Provision of behaviour support plans for students who are challenged within a school context. Monitoring behaviour and attendance (weekly and daily).

Continue to build strong partnerships with parents and with external organisations that support the school and its community.

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)
201 4	478	240	238	87%
201 2	476	237	239	86%
201 2	479	239	240	91%

Our school at a glance

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

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 over 50 different language groups. Indigenous students comprise 10% of our student population. We have students from countries around the world. The AEDI (Australian Early Development Index) confirms this diversity. 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 non-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 and of the global community of which they are part before they go on to secondary schooling as some parents are unable to provide this information to their children. We liaise closely with our supportive local secondary schools and universities.

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. Where students have difficulty operating in a social context, our behaviour support teacher and external support personnel work with students, parents and teachers to increase positive engagement.

Parent participation has always been high for multicultural and other special events, including sports. This participation has increased through play groups, homework centre and TAFE courses. School and external personnel also provide parents training programs to support literacy, numeracy and personal development. The P&C Association is small but active with its fund-raising and services to the school including a tuck shop and a uniform shop. The YMCA Breakfast program operates three days a week and is accessed by most students.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	21	21	25
Year 4 – Year 7 Primary	24	25	26

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	83	72	94
Long Suspensions - 6 to 20 days	5	5	8
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Implementation of a cohesive, consistent pedagogical framework across the school through the use of data-driven practices and research-based strategies that have proven effective in complex school communities.

Phonological awareness programs in the early years, vocabulary building across year levels to support the English language capabilities of our students. Provision of EAL/D programs for identified students.

Targeted learning programs with additional personnel purchased through National Partnership to support learning and teaching in literacy, numeracy and specialist areas.

Provision of a skills-based sports program for middle and upper primary students to allow them to develop the full range of skills required to participate effectively in sporting activities of their choice. Provision of a perceptual motor program for the lower primary and prep students to allow them to develop the foundation skills that promote physical health and development.

Extension programs for higher achieving students in the middle and upper primary grades. Liaison with other primary and local secondary schools for challenge days.

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 leadership programs for senior students, student and family counselling services, breakfast program, outside school hours programs to support learning and healthy personal development, Friends and FunFriends programs across the school.

One-to-one laptop classes commenced in Year 4 and will roll out over future years, depending on the results of the trial classes.

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

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

Community meetings to ensure that curriculum is culturally inclusive and community groups have input into reviews and operations.

Extra Curricula Activities

Cultural activities including song and dance groups and cultural performances, including NAIDOC and multicultural days.

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

Participation in challenge activities with other local schools. Competitions that encourage higher order thinking, collaboration and self-expression.

Play groups which operate weekly and co-operative activities with other early childhood providers including the on-site kindergarten. Breakfast program which runs three days a week.

Cultural games programs, multicultural celebrations, homework centre to support school learning programs. Lunch time activities to meet a range of student interests, including sporting and ICT.

Participation in district sporting activities including rugby, soccer, netball, basketball and softball. Accessing external providers for life education and self-development programs including cooking, craft and reading groups. Partnerships with a range of external organisations to enhance life opportunities for students, eg. scholarships, early identification of needs and abilities, family support.

Student leadership programs to develop leadership capabilities, responsibility taking and access by younger students to positive role models. Student Council members communicate with classes across the school and have leadership roles such as conducting parades and special events. Participation by older students in transition to high school programs.

How Information and Communication Technologies are used to assist learning

Every classroom has a Smartboard which is being used to enhance teaching and learning. The school has the required ratio of computers to students. The introduction of the laptop class in 2013 and its extension into the future will depend on the results of the trial over the 2014 - 2015 period. Increasing use is being made of a range of ICT equipment including iPads and of online programs such as Mathletics, Reading Eggs and Eggspress. These programs can also be accessed from home.

Most teachers have their pedagogical licences. Several are serving as mentors to other colleagues in this area. On-line workshops across a wide range of curriculum areas are being accessed by teachers and increasingly teacher aides to enhance their capabilities to make effective use of technological resources. Teachers are developing EdStudios with their students. Electronic parades are run by student ICT leaders prior to the commencement of classes in the morning. Digi-leaders also manage the electronic information being shared at Tuesday afternoon assemblies.

The school website and FaceBook page are used for wider communication. The school now has an electronic notice board in a location that is clearly visible from the public car park. In addition to the computer lab, there is a bank of laptops available to classes in the hall. All classrooms have desktops that are available to support learning programs.

OneSchool is being used for the recording and storage of a wide range of data. The Learning Place and other web based networks are used regularly for accessing quality resources and student and adult learning programs.

Social Climate

The school is very supportive of its culturally diverse population with strong internal and external partnerships. The main concerns expressed by staff in the school opinion survey, related to morale and to getting more helpful feedback about their work. Strategies for providing better feedback will be established and embedded throughout 2014.

As an SWPBS school, annual audits of behaviour are undertaken by a person external to this school. This confirms that very effective procedures are in place to deal with behaviour and how universally these procedures are understood and implemented across the school. There is no tolerance of discrimination or violence from anyone in the school community. Any unacceptable behaviour of which the school is aware, is dealt with as quickly as possible.

Strong, supportive relationships with parents enable home and school to work together to find solutions when issues arise. 100% of parents surveyed stated that their child's learning needs were being met and that the school looks for ways to improve. Parents are advised of positive behaviours and this is celebrated at weekly assemblies. 2013 data indicated that the percentage of students in the red zone in 2013 was 3.4%. The percentage in the yellow zone was 6.58% and the percentage in the green zone was 90.02%. This is a similar result to 2012. In the survey, 99% of students said that they like being at this school and that their teachers expect and encourage them to do their best.

Student leaders play an active role in school operations as members of the student council and school captaincy roles. 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. Students also participate as peer tutors and library monitors. Older students sometimes help in the tuckshop at lunch breaks and assist with the breakfast program.

The school has a very good reputation in the district. This is endorsed by visitors and casual/part-time workers who frequently comment on the supportiveness of our school community and the positive relationships that exist between groups. Our students cope well in making the transition from primary to secondary schooling. Our P&C team and the volunteers who support the team provide services in many areas and for many events.

Community groups make use of the hall and other facilities at the school. This provides additional funding and helps minimise vandalism outside of school hours. Careful budgeting of national partnership funding, enabled the continuation of key positions in the school after the partnership had been finalised.

Disruption to learning is kept to a minimum during literacy and numeracy blocks. 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.

Closing the Gap for Indigenous students, particularly in the area of attendance, is still a concern. Other areas monitored by the system for Indigenous students indicate that there is no gap in some areas and that the gap is less than either the regional or national averages. Chaplaincy funding has been used to employ a Youth Worker for one day a week. Another Youth Worker is provided through Youth and Family Services for one day a week. The Pathways to Resilience Trust has workers who provide in-class support to teachers and staff training programs to help develop the capability of students to deal effectively with difficult situations.

Parents and students feel that they are treated fairly at this school and are comfortable speaking about their concerns or suggestions with administration or other staff members. Important contacts with parents are recorded in OneSchool, for example, concerns about behaviour, safety, health. Written reports are

Our school at a glance

provided to parents twice a year, NAPLAN reports are provided once a year, parent/teacher interviews are available throughout the year but more specifically in Terms 1 and 3.

Several communication systems operate to ensure that parents and stakeholders are advised regularly of operations, outcomes and special events at the school. Consultative committees and teams assist in the management of particular aspects of our school operations.

Parent, student and staff satisfaction with the school

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)	90%	100%
this is a good school (S2035)	93%	94%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	93%	100%
their child's learning needs are being met at this school* (S2003)	93%	100%
their child is making good progress at this school* (S2004)	93%	100%
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)	93%	94%
teachers at this school motivate their child to learn* (S2007)	100%	97%
teachers at this school treat students fairly* (S2008)	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	90%	97%
this school works with them to support their child's learning* (S2010)	93%	94%
this school takes parents' opinions seriously* (S2011)	89%	97%
student behaviour is well managed at this school* (S2012)	83%	97%
this school looks for ways to improve* (S2013)	93%	100%
this school is well maintained* (S2014)	97%	97%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	95%
they like being at their school* (S2036)	85%	99%
they feel safe at their school* (S2037)	80%	94%
their teachers motivate them to learn* (S2038)	100%	99%
their teachers expect them to do their best* (S2039)	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%
teachers treat students fairly at their school* (S2041)	84%	91%
they can talk to their teachers about their concerns* (S2042)	89%	94%
their school takes students' opinions seriously* (S2043)	86%	85%
student behaviour is well managed at their school* (S2044)	69%	75%
their school looks for ways to improve* (S2045)	96%	97%
their school is well maintained* (S2046)	71%	90%

Our school at a glance

their school gives them opportunities to do interesting things* (S2047) 94% 93%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	96%
they feel that their school is a safe place in which to work (S2070)	82%
they receive useful feedback about their work at their school (S2071)	76%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	88%
student behaviour is well managed at their school (S2074)	76%
staff are well supported at their school (S2075)	80%
their school takes staff opinions seriously (S2076)	78%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	82%
their school gives them opportunities to do interesting things (S2079)	84%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents have access to play groups where they attend with their younger children. The school is in partnership with the Indigenous community and regular community meetings are held to share information and perceptions of how well the school supports their students. There are strong links to the Pacifica community and churches support the school through working bees throughout the year.

The Community Liaison Officers are accessed by the school to assist in working with parents from NESBs. In Term 4, 2013 the school was invited to be part of a Community Hub research project which is being funded through the Scanlan Foundation and supported through ACCESS Services.

The school encourages parents to meet regularly with staff regarding concerns, academic progress and ways in which they can support their child's learning at home, There is a particular focus on early childhood networks because of the importance of early learning and early identification.

Volunteer readers come to the school weekly to read to children in the lower primary classes. The school and Logan libraries provide information to parents and programs both in and out of the school. Parents are encouraged to avail themselves of these resources and students engage in reading challenges which are supported by parents. Holiday reading programs and home use of literacy and numeracy on-line programs is encouraged to extend school programs.

The P&C Association is a key part of school consultative groups. The members provide a range of services to the school and to the student population, including the support for sports and extra curricula activities including Life Education.

The school has a variety of support services, both internal and external, which support parents in many ways. Home visits are paid where parents are unable or unwilling to come to the school for meetings with staff. SMS texting alerts parents to unexplained absences. Multi-media is utilised to ensure parents are informed about school operations. Newsletters and electronic notices also keep the school community informed of services that are available.

Where there are concerns about students' progress, behaviour, health or other issues, parents are asked to meet with the appropriate staff to work together for resolution that is in the best interests of all parties.

Reducing the school's environmental footprint

Students and staff are encouraged to turn off lights and fans when not in the room. Tanks have been installed on site, however, low rainfall has meant the tank water is currently of poor quality and usage is restricted to watering of lawns and gardens. The hall toilets are serviced through tank pumps. The school has some solar panels which support ICT usage in the computer lab. Additional panels are due to be installed in 2014. Increased rates for both electricity and water have seen a significant rise in costs for these services. Water usage has reduced over the 2012-2013 year compared with the 2011-2012 year. Electricity consumption has increased. The introduction of the laptop classes would contribute to this and the increased hiring of the hall by community groups would be a major factor in the increase.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	86,241	967
2011-2012	92,507	2,143
2012-2013	119,580	1,158

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

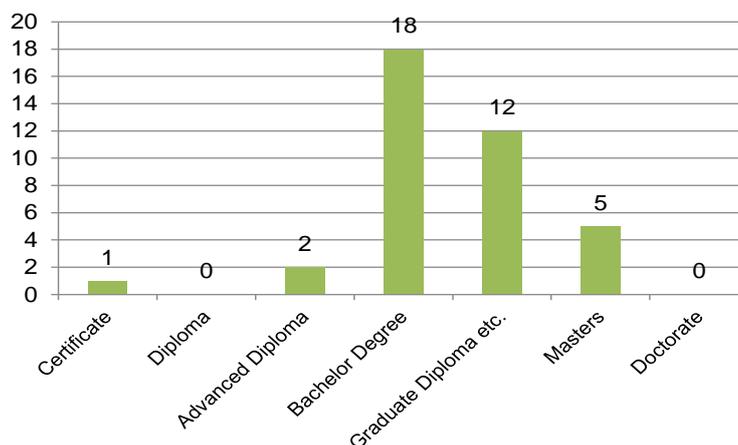
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	38	23	<5
Full-time equivalents	32	15	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	0
Advanced Diploma	2
Bachelor Degree	18
Graduate Diploma etc.	12
Masters	5
Doctorate	0
Total	38



* 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 \$8,309.75. This does not include PD that was funded from sources other than the professional Development budget. The list below does not include a wide range of workshops that were completed at no cost to the school as they were provided from in-house people with expertise in a particular area or by external providers who did not charge the school. Teachers also accessed a range of on-line training programs themselves. The major professional development initiatives for 2013 were:

- Whole school training for mandatory procedures including Child Protection, Code of Conduct, Asbestos Training, Workplace Health & Safety including emergency procedures.
- School Wide Positive Behaviour Support training, including how to build student resilience (linked to the General Capabilities) and higher order thinking.
- Use of digital technologies for learning and teaching.
- Using OneSchool effectively for recording, utilising and reporting of data.
- Differentiation training, using explicit teaching, STRIVE training to improve vocabulary, continuing use of BIDBIU for language learning, whole school practices to improve cohesion and consistency – embedding of data-driven, research-based practices, unpacking of the school's Pedagogical Framework.
- Closing the Gap training.
- Learning Partnership Program – BSM and admin staff.
- Australian Curriculum – focus on History and Geography.
- First Aid Training for whole school staff.
- Instructional Coach training – initial key staff – roll out over 2014.

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%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% 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

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.

Performance of our students

Student attendance

2011 2012 2013

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

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

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

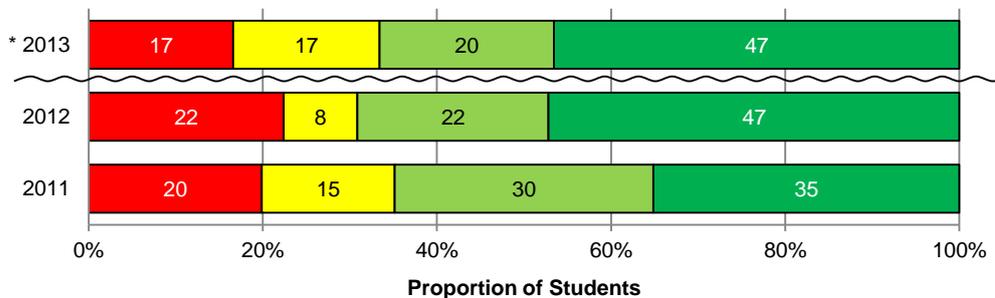
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	91%	90%	91%	90%	91%	93%	90%					
2012	90%	92%	92%	92%	92%	90%	91%					
2013	90%	91%	91%	95%	91%	93%	92%					

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%



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

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Our attendance improvement plan is up-dated annually. Rolls are marked twice daily on OneSchool. If a relief teacher is on duty, they are given a paper copy and the office administrative staff enter the details on OneSchool. An administrative officer runs a report daily to check absences and makes every effort to contact parents if there are unexplained absences and/or a pattern of absences. SMS (Short Message Service) is used to contact parents of absent students. Follow-up contact is sometimes not obtained. Home visits are required in some cases to obtain information and to strengthen links with a number of parents/carers. In some cases, Community Liaison Officers (CLOs), Indigenous staff, Advisory Visiting Teachers, the school mobility support teacher and external personnel 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. Students with a pattern of absences are closely monitored and steps taken to encourage attendance. The school celebrates attendance weekly at assemblies through a challenge system where the top two classes for attendance have a large gold goblet which they retain for the following week in their classrooms. This has created high level interest in class attendance and teachers urge their students to attend to win the right to the trophy.

Class teachers and administrators maintain links with families through various communication systems. Clear signage around the school and communication updates, assist in getting the message about regular attendance across to the school community.

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

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

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

Find a school

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Sector Government
 Non-government

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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

The total school enrolment at the time the 2013 Closing the Gap report was prepared was 502. Of these 54 were students from an Aboriginal and/or Torres Strait islander background.

The achievement gap between Indigenous and non-Indigenous students has decreased in recent years in several areas. In 2013, Indigenous students were at or close to both the national and state means for all students in the area of Writing.

The attendance rate for Indigenous students in 2013 was 86%, an improvement on previous years but still with the need for further improvement. The attendance rate for Non-Indigenous students in 2013 was 92.4%. The lower attendance rate for Indigenous students can be attributed to a few students who, in spite of efforts made to increase their attendance, still missed school regularly.

A number of new and/or improved initiatives were put in place in 2013 to continue progress towards closing the gap across all areas, with particular attention being paid to the issue of non-attendance. Home visits continue to be utilised. Indigenous parents are invited to community meetings, however, some families do not or are unable to attend. The school continued to access services for an Indigenous play group, homework centre, resources centre and supported NAIDOC and other multicultural celebrations, including Harmony Day.