

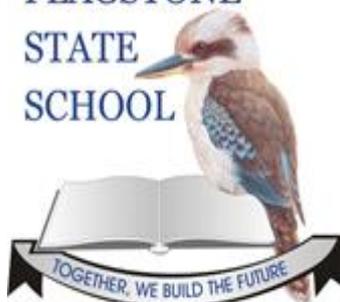
Flagstone State School

Queensland State School Reporting

2014 School Annual Report



FLAGSTONE
STATE
SCHOOL



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Principal's foreword

Introduction

In 2014, the staff and school community dynamically worked together to further embed our school vision: **To empower students to become active and productive learners within a challenging and ever changing global society. Staff have a shared commitment to foster a love of learning in a richly diverse, safe and caring environment.**

The Flagstone State School Pedagogical Framework continued to engage and motivate students' learning through clear and high explicit principles of practice. Staff provided students from Prep – 7, with rich learning experiences that delivered connections to real life experiences in the strands of knowledge and skills. The school pedagogical framework clearly outlines what students are expected to learn and be able to do; high expectations of every student's learning, explicit teaching of skills and content, the requirement for individualised attention, and timely feedback to guide student actions.

Curriculum focus on numeracy, writing and reading was given priority status with intensive planning, differentiation, teaching and analysis of assessment data through class dashboard and drilling down of the data each five week teaching cycle. Workforce performance development was enhanced through extensive professional development, coaching and watching others work. Extra curriculum activities through sport, dance, glee, instrumental music, choir, playground stars, playground leaders, and sparkler room further enhanced the learning and engagement of the students.

Links were extended with pre-prep educational centres through the Australian Early Development Index and the high school sector through Flying Start (year 7 transition to high school in 2015). Staff at Flagstone State School worked with education and health professionals to bring Mem Fox to the Flagstone community. Year 6 and 7 students were involved in a thorough transition to high school through community consultation and extensive liaison between high school and primary school. Involvement with the district cluster though gifted and talented, moderation, and days of excellence has developed a network of teaching and learning.

Flagstone State School remains true to the dictum: A place of learning for all – together we build the future.

School progress towards its goals in 2014

Annual Implementation Plan (AIP) key priorities for 2014 included: numeracy, writing, reading, workforce performance development, continuous monitoring of student achievement, science, year 7 to high school transition, history, closing the gap and the Australian Curriculum. History and geography were introduced, assessed, moderated and reported on. Other key learning areas were maintained using the most up to date version of C2C. C2C continued to be adapted and adopted to reflect the learning needs of students.

Resources were focused on writing, as a key priority area as indicated by NAPLAN results. This initiative yielded a strong improvement in writing in both year 3 and year 7 results. Professional learning for teachers to build capacity in teaching the key learning areas was continued and extended through Professional Learning Teams.

School plans from the key learning areas of English, mathematics, science were revised to ensure currency and reflection of the vision and values of Flagstone State School, while in the history plan the inclusion of geography created the Social Sciences School Plan. Completed school plans will continue to be working documents updated as determined.

The Pedagogical Framework has been abridged to a one page placemat in order to reveal a clear direction of teaching practices. Essential core teaching skills have been made transparent indicating the fundamentals of instruction within each key learning area nested in each phase of schooling. This has also led to the development of the Flagstone Fundamentals document that outlines: the IMPACT model, Agreed Services and Improvement Agendas in all key learning areas.

A Pedagogical Coach was employed to work across the school in the key learning areas of literacy and numeracy, with a major emphasis given to the lower years. The HOC role was expanded to include a HOC - Junior School to assist in the implementation of extensive individualised learning needs across the school. Continued emphasis was placed on reading strategies and the inclusion of mental maths routines across the school.

A major emphasis incorporating individual learning plans (ILP) for all students not working at the expected threshold according to the Australian Curriculum and year level descriptions and those working well above (U2B) was instigated. A school template was created that aligned individual support plans, education support plans and individual learning plans in one document. Clear targets and student goals were generated according to student need and communicated via a letter and accompanied interview where required, with all stakeholders and school community. School action plans supported additional requirements identified via the ILP with adequate resources allocated including human, media and facilities.

The gifted and talented program was expanded through the ALPHA program to encompass students across years 1 - 7 as well as involvement in cluster gifted and talented enrichment days.

Sporting and cultural pursuits were extensive programs supported and administrated by staff and students alike, encompassing various intelligences across the whole student body.

The school entered its 5th year of SWPBS and implemented tier 2; identifying and addressing needs of targeted students.

Future outlook

Curriculum

2015 will see a continuation of the familiarization of Civics and Citizenship in the Australian Curriculum, with teachers becoming accustomed to achievement standard statements by cross-referencing and tracking the links with the fully implemented key learning area of Geography. The teachers will realign the Australian Curriculum to reflect a Guaranteed and Viable Curriculum, for both the English and Maths key learning areas; this will represent both a horizontal and vertical approach across the years.

Further review of the Foundation level of the Australian Curriculum to fully engage and motivate students with learning; this will be aligned to the concept of "Thinking Play" and the Principles of Early Learning.

Students will continue to embrace 21st century learning skills with the implementation of ipads, computers and specialist Information Communication Technology, from Prep – 6. Additional extension will also be encouraged through the introduction of a Robotics program for year 6 students and supplementary links with the high school for ALPHA students from years 3 - 6 participating in an extra-curricular Robotics program.

Introduction of Individual Curriculum Plans, will explicitly address student's learning needs and give parents a clearer understanding of their child's progress within a set academic year, not age cohort level. Teachers will follow a set procedure: students are identified, scheduled conversations with parents, endorsed and reported on via OneSchool, then tracked throughout the year.

The introduction of a full time Master Teacher will focus on the early years of instruction, with particular continued emphasis on building teacher capacity in literacy; specifically guided reading and the format of the literacy and numeracy blocks. A set coaching cycle targeting all teachers across the school will further assist in improved academic success for all students. This will be actioned from prep – year 6; building teaching capacity through modelled guided reading lessons, direct coaching and professional dialogue of data cycles.

Greater Results Guarantee program under the guidance of the HOC and Master teacher, will address the priorities of literacy and numeracy skills indicated in the NAPLAN results. The program will consist of 3 cycles of instruction incorporating the students in upper two bands and lower two bands.

Teachers will negotiate academic learning goals with students, taken from the Australian content descriptors. Students will take ownership of individual learning goals and will nominate a strategy to achieve their goal and continue to work towards assigned academic learning goals: literacy and numeracy. Parents will be notified of the student's goals and when goals are accomplished. Students from years 4 – 6 will also input individual goals into OneSchool to facilitate full access to goals both at home and at school.

Report Cards will incorporate Individual Curriculum Plans and will be extended to include improvement comments in all areas of learning. Reports will also be printed and emailed to parents/caregivers.

The project "Developing the Multimodal Language of Emotions of Primary School Students" through Queensland University of Technology with Dr Kathy Mills will be initiated.

The Arts will focus on dance and music; Junior dance for students in years 1, 2 and 3; Senior dance for students in years 4, 5 and 6. Instrumental music will reestablish the previous high standard which has been depleted with the transition of the 2014 year 6 and year 7 students moving to high school.

Gifted and Talented Program will be expanded with two ALPHA groups focused on the lower school and upper school. We will be involved in cluster enrichment days and will host such days here.

The school will further increase student attendance with the introduction of Friday afternoon rotations. Students will nominate areas of interest and work in groups across the sub school to further increase engagement, motivation, networks and build rapport with other students and teachers, culminating in a stronger positive school culture. Additional opportunities for students to access Lunchtime clubs – dance, choir, culture club, computer club, sparkler room, playground leaders, will further enhance student wellbeing.

The school will continue to implement tier 2 Positive Behaviour and Learning (formerly School Wide Positive Behaviour Support) to empower students to identify with the school rules. Focus lessons will continue to target those areas identified through analysis of behaviour data.

Community

Flagstone State School will continue to be an active member of the community by hosting and inviting all local schools and high schools to participate in key learning area moderations.

Students will be encouraged to continue their learning over the holidays by accessing a Virtual Classroom – Holiday Program.

Community collaboration of pre-prep centres to plan for successful transition to prep via access to the school library, facilities and invitations to attend celebrations throughout the year will continue and include all early learning centres. Collaboration with Flagstone State Community College to facilitate successful transition of year 6 students to high school for year 7 will be ongoing.

Parents and stakeholders will be informed of student's positive choices and academic attainment via various communication methods including the school website, newsletter, stickers celebrating achievement of goals and congratulatory post cards sent home.

Links with parents via organization of parent coordinators from every year level to meet with administration and classroom teachers will be introduced.

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	684	313	371	93%
2013	681	314	367	94%
2014	684	323	361	95%

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

Characteristics of the student body:

Flagstone State School is in a semi-rural setting near the small township of Jimboomba. The Flagstone estate is comprised of acreage lots and smaller house blocks. The majority of students travel to school by bus and private car. Many parents travel to work in and around Brisbane. The area has a small row of shops and limited public transport with the only public bus service to Brisbane operating from Jimboomba. The school supports the local community by making its facilities available to local churches and sporting clubs. The school has an indigenous population of 6%, with students represented across all year levels. School attendance continuity over the last 5 years has been between 92% and 95%. Improving this continues to be a high priority.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	23	24
Year 4 – Year 7 Primary	24	26	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	99	71	78
Long Suspensions - 6 to 20 days	4	0	3
Exclusions [#]	1	1	1
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

Enrichment classes were offered in some year levels. These can be academic or cultural and depend on students' numbers and cultural participation at the time. In 2014 a year 6 and 7 as well as year 4 and 5 enrichment class was formed.

Students from years 6 and 7 participated in the Japanese language and cultural curriculum. The school hosted students from Japan and this provided a cross cultural experience for students from both schools. This has the benefit of enabling students to engage with Japanese speaking students and experience valuable insight into their culture.

Flagstone State School hosts and participates in days of excellence with surrounding schools to provide opportunities for students with a particular interest, or aptitude in a specific area, to participate in a day of interactive learning with other students. In 2014 we hosted a History day of excellence at our school and had students attend days at other schools for various key learning areas.

Extra curricula activities

A number of extra curriculum opportunities are offered to students.

The Flagstone State School Senior Dance Team, consisting of students from years 4, 5 and 6 performed at the Ipswich and Beenleigh Eisteddfods. They received a very highly commended for their efforts at both eisteddfods. Junior school students from years 1, 2 and 3 participated in Glee.

Students from years 5, 6 and 7 participated in the Instrumental Music program and formed the Junior and Senior bands. They competed in the Beenleigh eisteddfod where they won first place. Ten students were selected to attend South East Region Residential Music Camp at Tallebudgera. The bands performed at the Arts Extravaganza both as a solo group and accompanying a vocalist and dancers, with assistance from the Flagstone State Community College band.

Students in Year 1 participated in the Wakakirri, competing in the Beenleigh region, progressing to regional finals.

The school choir was made up of students from years 3 to 7 and performed at all special school events. Outside the school the group performed at the Jimboomba Remembrance Day ceremony and the Beenleigh eisteddfod where they won second prize. James Morrison came to conduct a workshop and speak to the group about Queensland Music Festival.

Optiminds – students from years 5, 6 and 7 participated in the competition in a choice of language literature, science engineering and or social sciences.

The school entered the Showcase awards with Inspire. This sustainable, inclusive, extra-curricular program assisted students in their pathway to academic and social success. Twenty special interest and academic clubs and groups were offered to all students regardless of disability, skill, behavioural and emotional needs, socio-economic background and academic level. Inspire promoted student – teacher and school – community relationships, as well as social success amongst students.

Students across the school participated in sporting events with students in years 4-7 being involved in the interschool sports of netball, football, Australian Rules and Rugby League.

How Information and Communication Technologies are used to assist learning

ICT is a key learning area with all students from prep to year 6 attending specialist ICT lessons. All students have school email addresses that are used for school purposes.

All classrooms are equipped with computers to facilitate the use of ICT. They are also equipped with interactive whiteboards for teaching purposes. New computers were purchased for years Prep to 3 in 2014 and a focus on the purchase of new computers will be continued in 2015 and beyond. Two computer labs were created to further facilitate ICT learning. Internet services were expanded to full capacity to accommodate increased demand. Additional iPads were purchased; the school currently has 6 iPads for every double teaching space. Additional supporting apps were purchased to further aid learning. All students have logons for Reading Eggs and Mathletics and these are used both at home and at school.

Social Climate

In 2014 the school opinion survey showed that 98% of parents agreed that this is a good school; 98% stated that their child liked being at this school and 96% agreed that their child felt safe at this school.

The social climate of the school is underpinned by the proactive and supportive nature of the Pastoral Care plan. The proactive structures mesh together to provide a positive environment where children are respected, supported, encouraged and congratulated in developing positive behaviour. Positive behaviours are established through modifying the student's environment and explicitly teaching the school rules and new skills while responding effectively to problematic behaviours.

To achieve positive behaviours, all staff members actively teach social competencies and skills in structured focus lessons. The content of these lessons was informed by analysis of collected data. Active teaching of specific behaviours sustained by the modelling of desirable competencies is the underlying structure. All staff in all settings promoted the development of positive behaviours.

Our clearly defined expected behaviours (School Rules) are designed to teach and promote high levels of learning and responsible behaviour.

I am respectful

I am responsible

I am being safe and

I am an active learner

The proactive behaviour program (points based program for earning ribbons) continued to encourage students to do the right thing. Exemplary students also earned the ultimate gold badge in term 4.

A Think Tank reflection room under the guidance of the Deputy Principal operated at both breaks to give time for students to reflect on behaviour choices. A proactive Sparkler Room was established to support students through constructive games, creative activities and play plans.

A School Chaplain and Guidance Officer support students through the Pastoral Care Plan.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	79%	95%	98%
this is a good school (S2035)	88%	97%	98%
their child likes being at this school* (S2001)	94%	92%	98%
their child feels safe at this school* (S2002)	94%	92%	96%
their child's learning needs are being met at this school* (S2003)	79%	95%	96%
their child is making good progress at this school* (S2004)	79%	86%	94%
teachers at this school expect their child to do his or her best* (S2005)	91%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	95%	86%
teachers at this school motivate their child to learn* (S2007)	94%	97%	94%
teachers at this school treat students fairly* (S2008)	94%	89%	90%
they can talk to their child's teachers about their concerns* (S2009)	97%	97%	98%
this school works with them to support their child's learning* (S2010)	82%	94%	100%
this school takes parents' opinions seriously* (S2011)	87%	94%	88%
student behaviour is well managed at this school* (S2012)	81%	81%	76%
this school looks for ways to improve* (S2013)	90%	94%	94%
this school is well maintained* (S2014)	100%	97%	94%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	90%	91%	94%
they like being at their school* (S2036)	83%	88%	87%
they feel safe at their school* (S2037)	85%	87%	87%
their teachers motivate them to learn* (S2038)	96%	96%	95%
their teachers expect them to do their best* (S2039)	99%	97%	96%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their teachers provide them with useful feedback about their school work* (S2040)	92%	85%	86%
teachers treat students fairly at their school* (S2041)	86%	87%	87%
they can talk to their teachers about their concerns* (S2042)	85%	86%	85%
their school takes students' opinions seriously* (S2043)	80%	83%	84%
student behaviour is well managed at their school* (S2044)	71%	77%	85%
their school looks for ways to improve* (S2045)	93%	94%	93%
their school is well maintained* (S2046)	87%	90%	93%
their school gives them opportunities to do interesting things* (S2047)	91%	84%	86%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	98%
they feel that their school is a safe place in which to work (S2070)		100%	98%
they receive useful feedback about their work at their school (S2071)		95%	96%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		98%	94%
student behaviour is well managed at their school (S2074)		95%	90%
staff are well supported at their school (S2075)		95%	92%
their school takes staff opinions seriously (S2076)		94%	92%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		96%	98%
their school gives them opportunities to do interesting things (S2079)		94%	98%

* 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

The school opinion survey achieved the performance measure of 100% from parents agreeing that the school works with them to support their child's learning. Parents are encouraged to be involved in all aspects of student learning. A comprehensive volunteers' induction was held in term 1 of 2014. Parents are encouraged at all times to share their skills and expertise. In 2014, parents had roles in classrooms, library, canteen, uniform shop, school excursions, camps, gardening, sports' days, instrumental music and dance.

Parents were encouraged to become members of The Parents and Citizens' Association and to be active in the many school events through the year. They worked throughout 2014 and were successful in their application of a Gaming Funds grant to build a middle school adventure playground; raised funds by working together at Mothers' Day, Fathers' Day and Christmas stalls as well as through the outside school hours care, uniform shop, canteen and discos.

Parents attend assemblies each fortnight and specific celebratory assemblies especially Grandparents' Day, NAIDOC, graduation, sports days, under 8s day and Youth Adolescence Festival. At the end of each term, parents attend the Proactive Behaviour Celebration Day presentations to give support and to congratulate their children on gaining a proactive behaviour ribbon.

Reducing the school's environmental footprint

The school has focused on reducing paper waste. This has been achieved by the installation of paper recycling bins (donated by the Student Council) in every classroom. The school offers scheduled times where staff can remove excess rubbish and place this in the additional skips provided. The staff members have been encouraged to reduce photocopying to save paper and are currently printing to concentrated sites which are more efficient, also limiting ink cartridge waste. Photocopiers with scanning functions have been introduced, with staff receiving training to utilise this practice.

Electricity costs are also identified; staff members are encouraged to turn off all appliances including interactive whiteboards, lights and fans, when not in use. The security lighting has also been restricted to 2 ½ hours before and after school, while no lighting is used on weekends. Environmentally friendly fluorescent lighting is installed across the school, while replacement lighting is also energy efficient. Solar panels are installed in one building.

Water tanks are connected to the junior toilet block and amenities building for Outside School Hours Care. Two extra-large water tanks are connected to the irrigation and pop up sprinkler system on the oval. The water tank located outside the canteen is utilised by the cleaners for external use. Air conditioning systems and ducted air-conditioning are maintained at 24 degrees when in use. Outside School Hours Care and the Special Education Support Building have gardens and compost bins.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	26,290	4,151
2012-2013	123,742	1,746
2013-2014	118,731	1,653

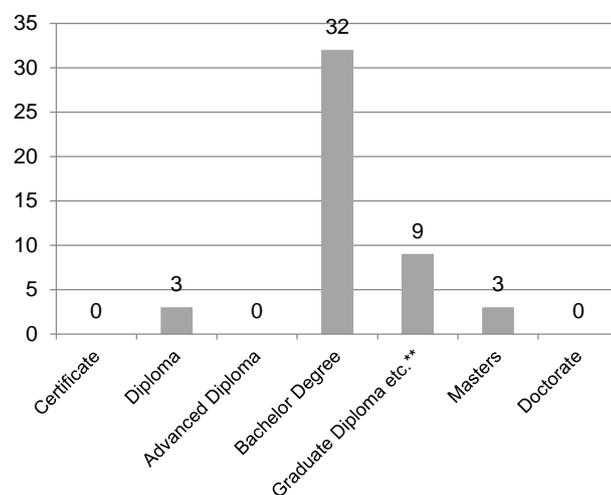
The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	47	31	<5
Full-time equivalents	40	19	<5

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	32
Graduate Diploma etc.**	9
Masters	3
Doctorate	0
Total	47



*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 \$62,499.

Professional development priorities included Australian Curriculum Implementation, Literacy - Seven Steps Writing, and Numeracy – Mental Maths Routines and NAPLAN. Flagstone State School has also established significant mentors in Literacy through Queensland University of Technology and this is ongoing.

Mentoring and coaching opportunities within the school that are cost neutral were applied extensively in staff meetings, student free days, watching others work and at twilight sessions.

Significant professional development was accessed by the leadership team in School Wide Positive Behaviour Support with regards to tier 2. Staff members have also been trained in the Rock and Water 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%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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.

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 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%	90%	90%

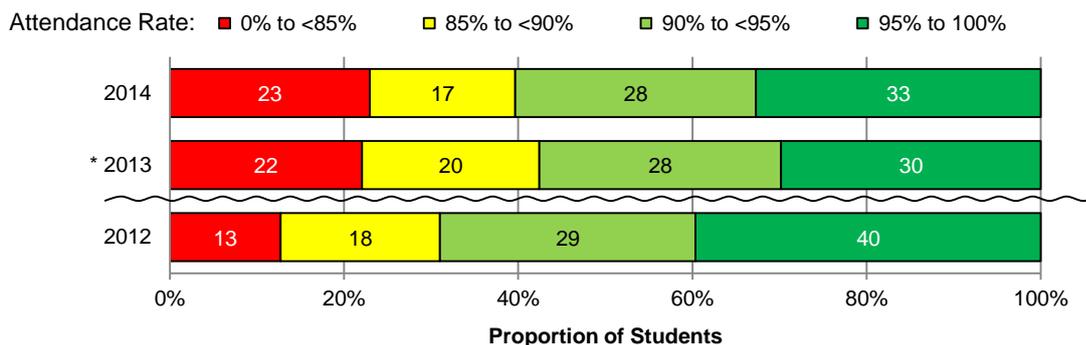
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	93%	92%	93%	92%	93%	90%	92%
2013	90%	89%	90%	92%	89%	90%	88%
2014	90%	91%	89%	89%	90%	90%	90%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data 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 DETE 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.

Class teachers mark rolls electronically at 9:30am and 2:30pm each school day and reasons for absences are entered. After 3 days of consecutive unexplained absences, the class teacher contacts parent/guardian and enters information into OneSchool contact. After 5 consecutive unexplained absences parents/guardians are contacted. If there is no reasonable reason for nonattendance the Director-General's Guidelines for Managing Student Absences and Enforcing Enrolment and Attendance at State Schools is followed.

Flagstone State School continues to celebrate student attendance. The Principal regularly communicates the importance of punctual attendance for improved student outcomes for all students to parents through newsletters, P&C meetings, school noticeboard and school assemblies. Each fortnight at the school assembly, attendance data is shown and the class attaining the highest attendance rate above 94% is congratulated and the individual students receive a prize. At the end of the year, students with the highest attendance rates for the year are awarded a prize of congratulations.

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

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

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

Find a school

Search by school name

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 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

Indigenous and Non Indigenous students were comparable in attendance rates. The academic achievement data indicated some underperformance in year 3 reading and writing and year 7 numeracy; however, was comparable overall but with small or no numbers in some year levels unpredictable. Some students were underperforming and others were performing at a high standard. Students were supported with individual and small group intervention by a teacher aide.