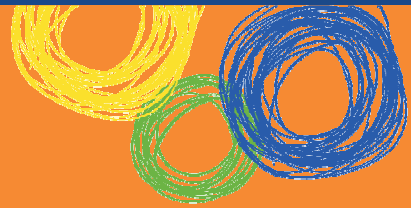


# Eagle Junction State School (0726)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

Each year state schools throughout Queensland publish a School Annual Report related to student and school performance across a range of school activities for the previous school year. This 2012 Report relates to our educational journey as a school community. This Report also makes some comment about the progress made by the school in terms of our progress towards achieving the goals we had in 2012. We are very proud of the work of our students, staff and parents during the course of the year and have much pleasure in providing this Report to you.

2012 was a watershed year for us as a school community re-building after a devastating fire destroyed the oldest section of our school and damaged more than 18 rooms. It was also the year that the Australian Curriculum in English, Maths and Science was trialled in our school. We chose to take on the following mantra to inspire and comfort us through the challenges of the year. ***It is not the problems we face, but how we respond to them that defines us as a community.***

And it was a successful year for our school and our community. Check spacing of the above paragraph

Our school continued to be a school which provided a healthy, supportive and safe environment in which to learn and teach – a quality school with high expectations for all who work and learn here, with our teaching and learning emphasis on improving student learning outcomes and student well-being. As has been the practice at Eagle Junction State School, the positive working relationship that exists between staff, students and parents was crucial to the achievements and successes of 2012.

This document can be accessed on the school website ([www.eagljuncss.eq.edu.au](http://www.eagljuncss.eq.edu.au)) or a hard copy is available from the office. After reading this Report, if you have any enquiries, please contact me on 07 36371111 or by email [the.principal@eagljuncss@eq.edu.au](mailto:the.principal@eagljuncss@eq.edu.au)

Josephine Bottrell

Principal – Eagle Junction State School

# Our school at a glance

## School progress towards its goals in 2012

- Implementation of the Australian Curriculum in English, Mathematics and Science and use the C2C Unit Plans; prepare for the implementation of the History KLA in 2013.
- Embed data collection and analysis as the catalyst for planning for differentiation and improvement in student learning outcomes.
- Further embed our school culture of high expectations of 'every child learning in every classroom, every day'
- Implementation of the Developing Performance Framework for all staff.
- Develop strategies and implement Collegial Engagement in Classrooms (Joint Statement DET & QTU April 2011) processes and sharing of classroom practices with associated feedback loops.
- Establish strong and productive teaching teams at each year level and Phase of Learning
- Continue to address the Action Plans from the 2010 Teaching and Learning Audit.

## Progress in 2012

*Despite enormous and continuing technology issues associated with the restoration of the school, the implementation of the Australian Curriculum and the use of the C2C resources for English, Maths Science proceeded successfully.*

*Performance data recorded on OneSchool for all year levels.*

*P-7 Assessment Overview completed, first review completed and whole of school implementation.*

*Action research around an improved model for differentiating learning in preparation for 2013*

*Use of Personal Learning Plans extended to include student goal setting and achievement targets and the use of targets for the 5 groups of students identified by performance data with our focus on Groups 1 and 5 and then 2 and 4.*

*Process collaboratively developed and implemented in 2012 with 10 teacher/ admin team leaders working with 100% of staff.*

*Instructional leadership of Admin and teacher leaders seen as a collaborative approach to support teachers in improving pedagogical practices and therefore student learning outcomes.*

*The development of team partnerships extended in 2012*

## Future outlook

The key areas for improvement are:

- Implement the Australian Curriculum in English, Maths, Science and History
- Develop and implement a Whole of School Pedagogical Framework
- Use data to inform teaching practice and to influence student improvement
- Work with staff to build positive disposition to instructional feedback
- Effective use of targets and goals to enhance student performance
- Productive partnerships with school community stakeholders

# Our school at a glance

## School Profile

Eagle Junction State School opened in 1895 and has developed as a fine educational institution with our motto of 'Honour before Honours' reflecting the Values we hold dear. There has been significant community participation in both the decision making and support processes of the school for a number of years and this continued in 2012 with parents very involved with the reconstruction of the school buildings and the forecourt area of the school.

School enrolments from Prep to Year 7 in 2012 grew to 767 with 76 members of staff. Staff include 3 Administrators, 2 Business Service Managers, 38 teachers and 12 specialist teachers, capably supported by 13 teacher-aides and 8 ancillary and office staff.

In 2012 the students at Eagle Junction State School have had access to a wide range of excellent facilities with the completion of the Building Education Revolution Library, Science/ Technology Centre, the top floor General Teaching Space and the Kids Care / Drama/ Art rooms. This facility has complemented the school hall, heated swimming pool, three playgrounds, the sound proof instrumental music and classroom music rooms, 2 minute drop-off zone, tennis/basketball courts and an oval housing cricket practise areas.

The pursuit of Excellence in academic, sporting and cultural endeavours, coupled with strong school Values and a strong sense of community service has made Eagle Junction State School a school with respect for its past, and for those who have shared in it, and a school with a positive disposition for the future.

### Eagle Junction State School is Coeducational

**Year levels offered in 2012: Prep - Year 7**

**Total student enrolments for this school in 2012: 767**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	725	329	396	96%
2011	754	342	412	96%
2012	767	358	409	95%

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

### Characteristics of the student body:

Students at Eagle Junction State School are from a range of socio-economic and cultural backgrounds with the majority of our students living in Clayfield from highly educated and professional families.

More than 30 nationalities are represented in the school. We have 41 students who are supported by our English as a Second Language program and 112 students who speak languages other than English at home. When designing curriculum programs teachers consider the values and beliefs of the students' backgrounds.

We have a Special Education Program where our students have found considerable success in the mainstream setting.

School attendance is good with an annual daily rate of 95%

Parents are supportive of and value education with many volunteers working in and for our school in different capacities. The P&C Association is active and highly supportive of the students in the school and we are very proud of the sense of community and acceptance that welcomes all students and families to the school and enables each student to achieve their goals.

	Average Class Size		
Phase	2010	2011	2012
Prep – Year 3	24	24	22
Year 4 – Year 10	25	26	24

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	5	5	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

In 2012, the Early Years Curriculum Framework influenced the development of curriculum programs from Prep to Year 3, with a fully integrated teaching program based upon the 5 Key Learning Areas, the QCAR Framework and the Qld Roadmap utilised as the key approach in Years 4-7. The trial of the Australian Curriculum in the 3 subjects English, Mathematics and Science was undertaken by our schools. Resources developed as part of the Curriculum to the Classroom (C2C) project were used to support the trial. As many of these are online resources, with the reconstruction of the school many days were a challenge for our dedicated teaching staff. However, we also offered adjusted and differentiated educational programs for students in the Special Education and Gifted Education Programs. We believe the engagement of students in quality learning is vital to their personal success. The continued success of our school in the provision of opportunities for students to develop to their potential was not interfered with as the result of the fire of December 2011 and the subsequent dislocation of 2012. The performance of our students in 2012 is testament to that.

Curriculum offerings and extra curricula activities designed to enhance learning for our students included:

- Gifted Education – differentiated programs and for students identified as gifted can include programs of differentiation, extension and/ or acceleration.
- Learning Support –intervention programs for special needs' students informed by individual assessments.
- Special Education Program – for students verified, intensive support (SLI, ASD, II, and PI) as required.
- Students and teachers supported by Advisory Visiting Teachers for the Hearing Impaired, Physically Impaired, Speech Language and Autism.
- 2 Learning Support Teachers, a Guidance Officer (2.5 days) and Special Education Teacher are based in the school to provide learning, teaching and counselling support
- Physical Education – 2 PE teachers deliver Physical Education programs to all students from Prep to Year 7
- The school swimming pool facilitates the instruction of swimming for all students in Term 1 and 4 and is the home of the Eagle Junction State School Swimming Club
- Music - 2 Music teachers deliver the classroom music program from Prep – Year 7
- LOTE - A program in Japanese is offered to students in Years 5,6 and 7
- High School Transition Programs operate in collaboration with Kedron SHS, Wavell SHS and Kelvin Grove State College
- Library - 2 Teacher Librarians and the Library Teacher-aide support teachers and students with planning, classwork, research and borrowing while also conducting Readers Clubs for the P-3 (Eagle Cadets) and Years 4 -7 (Eagle Boys and Eagle Divas). Leadership opportunities were offered via the Library Monitors program.  
( The new \$3 million library was completed in 2011 under the Nationally funded BER Program and 2012 was its first year of operation and the space provided was invaluable during the course of the year)
- Religious Education – Provided to classes by local church volunteers
- Additional learning opportunities were offered to students by participation in curriculum related excursions
- Camping program - for Years 4-7 focused on team building and leadership development.
- Student Leadership – School Captains, Sports House Captains, Music Captains and Student Council Representatives(Years 4-7) and Year 7 Senior Leaders

## Extra curricula activities

- Extension Activities - The Young Scholars Program conducted with the QASMT and QAACI (3 students)
- High Achievers Program conducted with Kelvin Grove State College (68 students)
- Participation in Tournament of Minds, Maths Competitions, Readers Cup and Premiers Reading Challenge and the Qld Debating Union. In 2012 two teams reached their year level finals in the QDU competition
- Writers Festival involved 49 students from Years 4-7 and in 2012, 4 students were involved in the Mini Writers camp for Year 4 students only.
- An interschool sporting program which included soccer, netball, rugby league, cricket, softball, touch, swimming, track and field and cross country, was offered to students in Years 5 - 7.
- Many of our students were afforded the opportunity to represent the District, Region and State. 2012 was an outstanding year for our athletes with State and Regional reps numbering 14.
- The school also hosted its own Swim Club with increasing membership. 2 swim coaches worked from the heated school pool all year round with Squad and Learn to Swim classes. (Sadly in 2012 one of our coaches passed away suddenly. A trophy and Swim Meet in her honour is now part of the Swim Club season. *Vale Jenny Cusack* )
- The Instrumental Music program of woodwind, brass and percussion was attended by 61 students from Years 4-7. The strings program catered for 55 students from Years 3-7.
- Non auditioned choir membership was offered before school to Years 4-7 while the Prep and Junior Choirs from year 1-3 were conducted as part of the classroom music program and before school.
- Music Camps were also offered at various times throughout the year as well as Master classes with Kedron SHS and with Julie Christiansen, the Artistic Director of Birralees Voices.
- The Music program grew considerably and in 2012 and in only their second competition performances in the Queensland Youth Music Awards, the Senior Choir and Senior Concert Band received Gold Silver and Bronze.
- Chess and Recorder Clubs operated before school one day a week
- Drama lessons, tennis coaching and Martial Arts instruction all occurred in out of school hours.
- Our students participated in a variety of community events, including ANZAC Day, Bilby Day and National Sorry Day

## How Information and Communication Technologies are used to assist learning.

Curriculum programs at Eagle Junction State School place an emphasis upon the integration of ICTs for learning and research purposes. The school's ICTs environment continues to evolve. A new and upgraded infrastructure was installed with the reconstruction of the school. The construction and resourcing of the BER building assisted us in being able to provide improved ICT resources across the school. Replacement of ICT resources destroyed in the fire continued throughout the year and was boosted by a P&C donation of \$75,000.

- Additional hardware purchases included laptops and 55 ipads, 3 electronic whiteboards and 20 data projectors.
- Wireless connection was upgraded in 3 blocks of the school.

An ICT Committee develops an Action Plan and strategies for the year. The Committee and school ICTs are maintained and supported by a Technician who works in the school one day/week.

With the increasing access to computers for staff and students, through increased wireless access, use of desktop and laptop computers, the embedding of ICTs in all levels of planning, implementation and assessment has increased. The C2C resources developed to support the Australian Curriculum also encourage this.

School communication and internal planners are electronic and staff is quite adept at managing this mode of communication.

*The Learning Place and Virtual Classrooms, Mathletics, Reading Eggs and other software programs* have become an integral part of many classrooms and a tool for teachers to access professional development opportunities both within and outside of ICTs.

The school will continue to use the ICT Learning Plan and the Index Report to guide future directions of the School ICT Action Plan.

# Our school at a glance

## Social climate

Eagle Junction State School places a high priority on staff and students wellbeing and has processes in place to address the needs of individuals via the Parent Network. Teachers strive to establish a safe and supportive learning environment by building positive relationships with their students and by involving parents as partners in the learning experience.

There was a sustained effort throughout 2012 to maximise prime learning time through the embedding of literacy and numeracy blocks into the school timetable. There were also very deliberate and planned responses to the emotional and physical challenges presented as the result of the fire and subsequent rebuild of a large section of the school. Our social skills program *You Can Do It*, became the vehicle for learning the strategies of *Resilience, Getting Along, Organisation, Persistence and Confidence*.

Students were involved in a range of activities that promote leadership, concern and care for others and citizenship. Our students and staff were supported by the students of Stafford SS, Kelvin Grove State College and the Australian Catholic University.

Our Pastoral Care Program included our Buddy System between younger and older students eg Prep and Year 7. Year 6 and Year 5 students were trained as 'reading friends' for our year 1 students. There were also opportunities for students to participate in the School Leadership Program as Year 7 Senior Leaders, School Captains, House Captains, Music Captains and as Student Council Representatives.

The Student Council represented students from Prep to Year 7, with representatives chosen from the Year 4- 7 classes. It was responsible for a number of school activities and fundraising including conducting a talent quest to raise money for the Vellore Hospital in India and conducting a fund raiser for the Save the Bilby Fund.

There is a high level of trust between the P&C association and the school leadership team. This was highlighted in 2102 when the P&C President joined the Principal on the Building Committee which oversaw the reconstruction of the school and the construction of a new forecourt Memorial Garden.

Students reported a high level of satisfaction (100%) that they feel safe at school.

Parents reported a high level of satisfaction (99.1%) that this is a good school

The school provided a safe, tolerant and disciplined learning environment based on the School Wide Positive Behaviour Plan, the visibility of School Values and the elements of the You Can Do It program and our Anti – Bullying Strategy encapsulated in the 'High Five' and our 4W Action Plans.

The leadership team and P&C made a successful application during 2012 for a School Chaplaincy service to support our Pastoral Care Programs. This program began in 2013.

## Parent, student and staff satisfaction with the school

Eagle Junction State School has a fine reputation as a school with high standards that match the high expectations for staff, students and parents.

Student satisfaction with the school is extremely high with 97% of students satisfied that they are getting a good Education. Parent satisfaction is equally as high with 100% of parents satisfied this is a good school and during 2012 staff morale indicated improved 36% from 2011.

The implementation of the Recommendations of the Teaching and Learning Audit, aimed at refining the focus on quality teaching and learning at Eagle Junction coupled with the opportunities seized out of disaster were key drivers of change. The monitoring of staff morale, staff well- being and support for teams was a one of the key strategies for the year.



# Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	97.1%
this is a good school	100.0%
their child likes being at this school*	91.2%
their child feels safe at this school*	94.3%
their child's learning needs are being met at this school*	94.3%
their child is making good progress at this school*	94.3%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	91.2%
teachers at this school motivate their child to learn*	94.1%
teachers at this school treat students fairly*	91.4%
they can talk to their child's teachers about their concerns*	94.3%
this school works with them to support their child's learning*	85.3%
this school takes parents' opinions seriously*	82.9%
student behaviour is well managed at this school*	85.3%
this school looks for ways to improve*	88.2%
this school is well maintained*	94.3%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	99.1%
they like being at their school*	94.6%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	98.2%
their teachers expect them to do their best*	99.1%
their teachers provide them with useful feedback about their school work*	96.3%
teachers treat students fairly at their school*	90.0%
they can talk to their teachers about their concerns*	91.5%
their school takes students' opinions seriously*	92.7%

## Our school at a glance

student behaviour is well managed at their school*	90.9%
their school looks for ways to improve*	99.1%
their school is well maintained*	99.1%
their school gives them opportunities to do interesting things*	98.2%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	90.9%
with the individual staff morale items	89.0%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.



# Our school at a glance

## Involving parents in their child's education

Parental involvement is one of the hallmark characteristics of Eagle Junction State School.

The very active Parents and Citizens Association coordinate a Parent Network. This is an organization of parents which contributes to the wellbeing of students at the school. The organization promotes a strong social network by utilising parent representatives for each class who then organise out of school activities for parents and students. They also collect the information for, and publish a parent directory. The parent directory lists the names and contacts of many of the parents and students in each year level and is available through the school community. The Parent Network also raises funds to support our most needy students and families.

There is a well patronised Out of School Hours childcare facility on site and we have a strong and growing Swimming Club which meets on Saturday mornings through the warmer months.

A Master Building Planning group consisting of staff and P&C Representatives continued its work to obtain the best possible outcomes for the school with The Building Education Revolution funding initiative and the Direct to market funding for facilities upgrade.

Parents are very involved in a range of classroom activities including supporting class programs, sharing expertise, attending excursions and sporting activities. Their support and contributions are welcomed at our school. Parents are also very actively involved in the participation and management required for students to participate in choirs, instrumental music, public speaking, debating, chess, and Tournament of Minds and extension programs conducted off site.

The Music Support Group has become integral to the support and successes of our Music Program in 2011. Parents at our school are generous with their time and their personal efforts to ensure that this school is the very best that it can be.

In 2012 the school conducted a number of training programs for parents to assist them with understanding the pedagogy associated with literacy and numeracy teaching and learning. Some of these included; Support a Reader, Support a Number, Ready Readers Training program and the You Can Do It program.

## Reducing the school's environmental footprint

Our school is committed to reducing our environmental footprint. As a result this has influenced the behaviours of students, staff and community and we have implemented a school infrastructure plan for the future to support sustainability which include;

- Water saving devices
- Solar and Gas Heating and Electricity
- Replacing light bulbs in the school with energy saving bulbs
- Paper Recycling
- Student recycling team
- Enforcing anti-pollution behaviours

In 2011 with the construction of the new 3 story BER building the installation of water tanks, energy saving devices and ducted, air conditioning and ceiling insulation was part of our strategy to be energy smart. This strategy continued with the reconstruction of Block A after the fire. Environmental considerations around insulation, cooling and heating, lighting, electricity and water usage were part of the design planning.

The installation of air conditioning units for classrooms across the school has made us conscious of the impact this has on our electricity usage and procedures have been introduced to use these efficiently. As a school we have also taken into account our enrolment increases. This was a focus in for us in 2012.

Environmental footprint indicators		
	Electricity kWh	Water kL
2009-2010	108,147	3,681
2010-2011	189,813	2,944
2011-2012	200,887	3,536

# Our staff profile

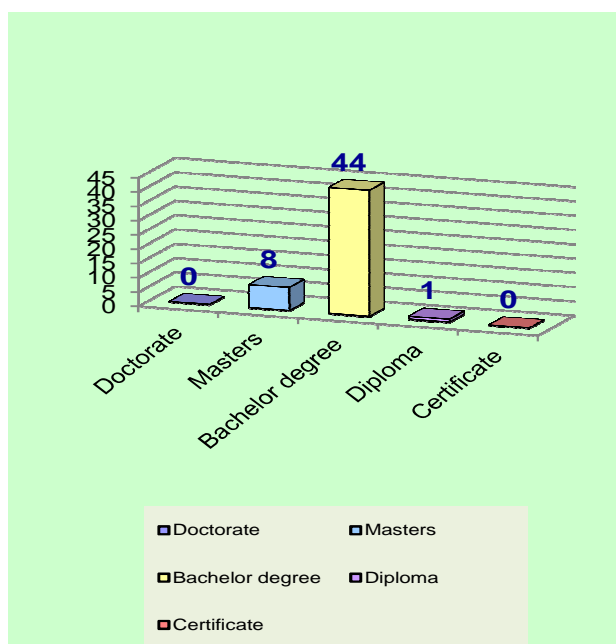
## Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	53	23	0
Full-time equivalents	42.9	13.8	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Bachelor degree	44
Diploma	1
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$37990

The major professional development initiatives included:

- Early Years, City Cluster and National Literacy Conferences
- Literacy Blocks and the Teaching of Reading
- First Steps in Number, Numeracy Block
- Intervention and Support Strategies
- Science Spark Initiative
- ICT for Learning
- Specific Disabilities Workshops
  - John Hattie's 'Visible Learning', including a Reading Circle

## Our staff profile

- Myers Briggs
- Curriculum to Classroom (C2C)
- Australian Curriculum - History
- The teaching of Science
- Marzano – the Art and Science of Teaching
- John Fleming – Explicit Teaching
- You Can Do It
- OneSchool timetabling
- Code of Conduct / Child Protection
- Developing Performance Framework Plans

Some of these were conducted 'in-house' or 'on-line' with some staff taking a leadership role as Facilitators

The involvement of the teaching staff in professional development activities during 2012 was 100 %.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.2%	96.4%	96.6%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2012 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

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

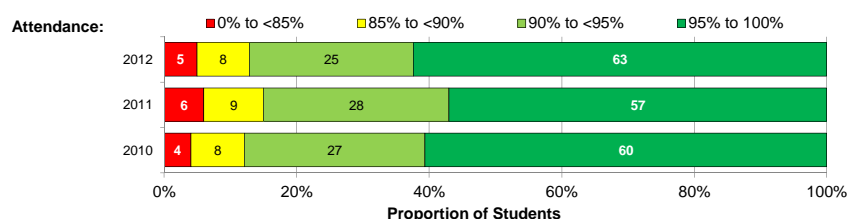
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	95%	95%	96%	96%	95%	95%	N/A	N/A	N/A	N/A	N/A
2011	95%	95%	94%	93%	96%	96%	95%	N/A	N/A	N/A	N/A	N/A
2012	95%	95%	95%	94%	96%	95%	94%	N/A	N/A	N/A	N/A	N/A

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Student non-attendance is managed at Eagle Junction State School 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.

Enforcement of Compulsory School and Compulsory Participation Provisions. The procedure for marking rolls in our school involves all teachers marking the roll by 9:00 am and 1:30 pm on all school days. Upon receipt of rolls in the office, absences are noted. Parents have a school absentee line number they can call to explain a student absence.

If there are unexplained absences or a pattern of absenteeism for any student which includes 3 days unexplained, a phone call and a letter requesting an explanation for a student's absence is warranted. Continued absences from school result in the administration team sending written correspondence and the appropriate authorities are contacted. If attendance is still not satisfactory one week later, a member of the school leadership team will send further correspondence under s178(2) of the Education (General Provisions) Act and take reasonable steps to meet with the parents.

Non-attendance is not an issue for our school.

## 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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section, "Search by school name", has a text input field and an orange "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and an orange "SEARCH" button.

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

In 2012 we had a total of 3 students who identified as indigenous. One student in Year 2, one in Year 1 and one in Prep. None of these students were involved in the National Testing program. All attended regularly.

In 2012 the attendance rate for our indigenous students was 96%; the non-indigenous attendance rate was 95%.

We regularly communicate the message of "Every Day Counts" to our whole school community in school newsletters, at P&C meetings and on Assembly. Embedding *Indigenous Perspectives* from the Australian Curriculum has been a focus for teaching and also with our resource purchases.

During 2012 our Prep indigenous student was responsible for the *Welcome to Country* delivery at all school formal functions. His Grandmother became known as "Aunty Lesley" and worked with teachers and students in Year 3 with the new English unit related to *The Lost Generation*. Our students from Year 3 also participated in the local National Sorry Day commemoration at Kalinga Park.