

Eagle Junction State School

Queensland State School Reporting

2014 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 Report relates to our educational journey as a school community during 2014. It also identifies the progress made by the school in terms of our achievement of the goals we had established for 2014.

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.

2014 was a very busy year for our school as we were involved in three Education Queensland audits that were conducted to review the progress we had made over the previous 4 years. These included the Internal Audit that had been postponed for 12 months, a Teaching and Learning Audit and a Discipline Audit.

In addition to these Audits we also completed a Collaborative School Review. The results of these reviews informed the new Strategic Plan for the School, 2015 – 2018.

Throughout 2014 our school continued to provide 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 for many years, the positive working relationship that exists between staff, students and parents was crucial to the achievements and successes of 2014.

This document can be accessed on the school website (www.eaglejunctionss.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 email the.principal@eaglejunctionss.eq.edu.au.

Josephine Bottrell
Principal

School progress towards its goals in 2014

- **Implementation of the Australian Curriculum - English, Maths, Science, History and Geography**

The successful implementation of the Australian Curriculum was supported by teaching teams who specialised in interest and skill areas, use the C2C resources wisely and in response to the intent of the Australian Curriculum. As teachers became more familiar with the Curriculum, appropriate and responsive resourcing was provided to ensure the implementation was highly effective.

- **Implementation of a Whole of School Pedagogical Framework**

*The implementation of our Pedagogical Framework – **Teaching and Learning the EJ Way** was the major focus of 2014 with all school documents aligned to this implementation. The use of current research and professional instruction enabled a whole of school adoption of High Impact Teaching strategies for Teaching and Learning and the adoption of the mantra – **for every child, every opportunity for every success.***

- **Use of data to inform teaching practice and to influence student improvement**

Performance data for all student achievement was recorded on One School; the Whole School Assessment & Monitoring Schedule was again reviewed in the light of improvement expectations and the development of the Intensive Teaching program alongside a reframing of our Differentiation Model. This enabled not only high achievement but also high levels of improvement to be recorded in our National Literacy and Numeracy Results.

- **Work with staff to build positive disposition to instructional feedback**

Using the latest research related to instructional leadership and its impact on student improvement, a collaborative approach to feedback relating to High Impact Teaching strategies was embedded in practise. The inclusion of Quality Feedback practises in the Pedagogical Framework ensured that this will be developed further in 2015.

- **Effectively use targets and goals to enhance student performance**

Individual goal setting was supported by the Intensive Teaching team which developed to become very effective teaching / learning support for all students and teachers. School targets were set in accordance with EQ Policy and in 2014, many of our school targets were exceeded, particularly with regard to overall improvement in National Literacy and Numeracy Testing.

- **Continue to build productive partnerships with school community stakeholders**

We have continued to enhance the involvement of our wider school community. This was best exemplified by the whole school involvement in the Collaborative School Review, the Audits and the expansion of the parent network and the proposed development of a P&C Executive 4 year plan

Future outlook

In 2015 Eagle Junction will focus on:

Continuing:

- Implementation of the Australian Curriculum
- Implementation of our Learning and Wellbeing Framework
- "Putting faces on the data" to ensure that we are differentiating instruction for every student
- Exploration and use of 21st Century tools and devices to support learning and engagement

Consolidating:

- Engagement with our Pedagogical Framework and the consistent use of High Impact Teaching Strategies
- EJ Whole School Reading Program
- the processes for the collection and analysis of data to inform teaching practice and the differentiation of instruction for every student

Commencing:

- the development of Expert Teaching Teams through coaching and feedback
- the development of a whole school approach to the teaching of Numeracy
- the development of a whole school approach to the teaching of Writing and Spelling

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 held by our community. 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 2014 with parents very involved with the reconstruction of the forecourt area of the school and improvements to the operation of the Tuckshop as well as providing invaluable support for teaching and learning within the classrooms.

School enrolments from Prep to Year 7 in 2014 grew to 830 with 85 members of staff. Staff included 3 Administrators, 2 Business Service Managers, 38 teachers and 12 specialist teachers, capably supported by 12 teacher-aides and 9 ancillary and office staff.

In 2014 the students at Eagle Junction State School have had access to a wide range of excellent facilities including the Resource Centre, the Community of Learners flexible learning space and the OSH Kids Care / Drama/ Art spaces. The Memorial Classroom and the Learning Enrichment Centre were re-furnished and 21st Century teaching facilities and equipment were introduced. These environments along with the school hall, heated swimming pool, three playgrounds, the sound proof instrumental music and classroom music rooms, tennis/basketball courts and an oval housing cricket practise areas provide great spaces for learning, teaching and playing.

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 one which honours its past, and those who have shared in it, and a positive vision for the future.

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	767	358	409	95%
2013	801	375	426	94%
2014	852	417	435	96%

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

Characteristics of the student body

Students at Eagle Junction State School come from a range of socio-economic and cultural backgrounds with the majority of our students living in Clayfield from highly educated and professional families. Forty-seven different nationalities are represented in the school. We have more than 174 students with English as an Additional Language or Dialect. When designing curriculum programs, teachers consider the values and beliefs of the students' backgrounds and their individual learning needs as well as the curriculum intent. In 2014 with the use of Great Results Guarantee funding, we employed an additional ESL teacher to focus on building the language skills of EAL/D students in the Early Years.

Education is highly valued in our community and school attendance is very good with an average daily attendance 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 very 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.

In 2014 our school student leaders decided to honour the diversity of our school with the creation of a Cultural Mural under E



Block. This became the focus of research to identify the various cultures represented in our school and work with a community Artist proved to be a gathering point for our school community.

Average class sizes

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	2	10
Long Suspensions - 6 to 20 days	0	1	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Differentiated programs for students have been developed for student extension, acceleration, challenge and support.
- Special Education teachers support students verified by EQ with having significant education support needs as a result of Speech Language Impairment, Autism Spectrum Disorders, Intellectual Disability, and others disabilities as required.
- Curriculum support is provided by Advisory Visiting Teachers for students with Hearing Impairment and Physical Impairment
- Two Learning Support Teachers provide support to students and their teachers to differentiate teaching and learning programs to address student's specific learning needs
- Guidance Officer (2.5 days per week) provides support with assessment, advice around learning and teaching and counseling
- The Young Scholars Program is conducted with the QASMT and QAACI (15 students).
- High Achievers Program conducted with Kelvin Grove State College (45 students).
- The Queensland Academies Partnerships (4 Students) online learning
- Solid Pathways for High Performing Indigenous students saw 2 students involved in the program.
- The Mini Writers, Scientists and Thinkers Festival involved 24 students from Years 4, while the Writers Festival gave many students opportunities to work with reputable authors.
- Physical Education – 2 PE teachers deliver Physical Education programs to all students from Prep to Year 7.
- The school swimming pool facilitates the teaching of swimming for all students in Term 1 and 4
- Music - 2 Music teachers deliver the Classroom Music program from Prep – Year 7 and 3 Instrumental Music Teachers deliver brass, woodwind and percussion and strings lessons for students from Year 3 to Year 7.
- Japanese is the language offered to students in Years 5,6 and 7
- Library - 2 Teachers who work in the role of Librarians and a 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.
- Additional learning opportunities were offered to students from Prep to Year 7, by participation in curriculum related excursions to enhance learning in History, Geography, Science and Art.

- Student Leadership Programs were expanded in 2014 due to both the Year 6 and Year 7 cohorts being in their final year of Primary Education. To build leadership density within both groups, School Captains, Sports House Captains, Music Captains were elected from both Year 6 and Year 7 and Student Council Representatives were elected each Semester from Years 4 to 7. There were also Semester elections for Year 6 and 7 Senior Leaders.

Extra curricula activities

- Participation in Mathematics Competitions, Readers Cup and Premiers Reading Challenge and the Queensland Debating Union. In 2014 two teams reached their year level finals in the QDU competition.
- An interschool sporting program which included soccer, netball, rugby league, cricket, softball, touch, swimming, and 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 in sporting activities. 2014 was an outstanding year for our athletes with State and Regional reps numbering 14 and 3 students representing Queensland at National Titles.
- The school also hosted its own Swim Club with increasing membership. Swim coaches worked from the heated school pool all year round with Squad and Learn to swim classes.
- The Instrumental Music program of woodwind, brass and percussion for students from Years 4-7. The strings program was extended to students from Years 3-7.
- 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.
- 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 has grown considerably and in 2014 in the Queensland Youth Music Awards, the Senior Choir and Senior Concert Band received Gold while the Junior Choir Silver
- High School Transition Programs operate in collaboration with Kedron SHS, Wavell SHS, Kelvin Grove State College and Aviation High.
- Religious Education is provided to students in Years 4 - 7 by local volunteers
- The Chaplaincy program operated in 2014 three days a week
- Camping programs are offered to Years 4-7 focusing on team building and leadership development.
- Chess Club operated before school one day a week.
- Drama lessons, tennis coaching and Martial Arts instruction were conducted out of school hours.
- Our students participated in a variety of community events, including ANZAC Day, Bilby Day and National Sorry Day, Harmony Day and raising money for Vellore Hospital in India.



How Information and Communication Technologies are used to Assist Learning

Curriculum programs at Eagle Junction State School place an emphasis on the integration of ICTs to enhance learning and engagement. The school's ICTs environment continues to evolve. A new and upgraded infrastructure and the upgrading of the school broadband assisted with the improvement to the speed and efficiency of ICTs. A very generous donation of \$132,417 by our P&C Association allowed us to purchase additional resources. Classrooms benefited from the addition of 136 iPads, 29 Apple TVs and 29 LED TVs on mobile trolleys to our growing range of ICT resources. The ICT Committee developed 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.

2014 was the first year of the BYO iPad for Prep students with an uptake of approx. 95%. Additional school devices are available so that all students can engage with the BYOD. This program enables our Prep students to benefit from the enhanced pedagogies these devices make available for the teachers and students. 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 the use of ICTs

The Learning Place and Virtual Classrooms, Mathletics, Reading Eggs and other resources have become an integral part of our classrooms. Teachers also access a broad range of professional development opportunities through information technology sources and about the use of technology to enhance their teaching. The school will continue to use the ICT Learning Plan and the Index Report to guide future directions of the School ICT Action Plan.

Social Climate

Eagle Junction State School places a high priority on staff and students wellbeing. There are processes in place to address any extraordinary circumstances for our families via the Parent Network, such as providing cooked meals in times of family distress or illness, support with getting students to and from school and financial support to ensure all students can benefit from the opportunities offered to our students.

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 2014 to maximise prime learning time and encouraging punctual arrival at school was a focus.

Our social skills program *You Can Do It*, continued to be the vehicle for learning the skill sets needed for building the foundation keys of **Resilience, Getting Along, Confidence, Persistence and Organisation**.

Students were involved in a range of activities that promote leadership, concern and care for others and citizenship. Our Pastoral Care Program included our Buddy System between younger and older students e.g. Prep and Year 7. Year 6 and Year 5 students were trained as 'reading friends' for our year 1 and 2 students

There were also opportunities for students to participate in the School Leadership Program as Year 7 Senior Leaders, School Captains, House Captains, and Music Captains and as Library Monitors and 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 was a high level of trust between the P&C Association and the school leadership team in 2014. The end of the year saw a number of long standing P&C volunteers leave the school after many years of service to the school community. For this, we thank them sincerely and welcome the parents who have stepped forward to take on these roles.

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 supported the School Chaplaincy service throughout 2014 and in this year the service was expanded to 3 days per week due to P&C support of the service.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	97%	90%	93%
this is a good school (S2035)	100%	100%	90%
their child likes being at this school* (S2001)	91%	97%	98%
their child feels safe at this school* (S2002)	94%	100%	99%
their child's learning needs are being met at this school* (S2003)	94%	82%	92%
their child is making good progress at this school* (S2004)	94%	85%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
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%	95%	90%
teachers at this school treat students fairly* (S2008)	91%	100%	84%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	94%
this school works with them to support their child's learning* (S2010)	85%	79%	86%
this school takes parents' opinions seriously* (S2011)	83%	86%	75%
student behaviour is well managed at this school* (S2012)	85%	97%	88%
this school looks for ways to improve* (S2013)	88%	94%	86%
this school is well maintained* (S2014)	94%	100%	96%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	99%	98%	93%
they like being at their school* (S2036)	95%	94%	93%
they feel safe at their school* (S2037)	100%	97%	98%
their teachers motivate them to learn* (S2038)	98%	99%	96%
their teachers expect them to do their best* (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	93%	96%
teachers treat students fairly at their school* (S2041)	90%	89%	84%
they can talk to their teachers about their concerns* (S2042)	92%	89%	87%
their school takes students' opinions seriously* (S2043)	93%	91%	89%
student behaviour is well managed at their school* (S2044)	91%	91%	88%
their school looks for ways to improve* (S2045)	99%	98%	97%
their school is well maintained* (S2046)	99%	96%	94%
their school gives them opportunities to do interesting things* (S2047)	98%	88%	91%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	95%
they feel that their school is a safe place in which to work (S2070)		97%	98%
they receive useful feedback about their work at their school (S2071)		87%	92%
students are encouraged to do their best at their school (S2072)		99%	100%
students are treated fairly at their school (S2073)		99%	100%
student behaviour is well managed at their school (S2074)		96%	97%
staff are well supported at their school (S2075)		88%	87%
their school takes staff opinions seriously (S2076)		84%	85%
their school looks for ways to improve (S2077)		93%	98%
their school is well maintained (S2078)		99%	100%
their school gives them opportunities to do interesting things (S2079)		90%	92%

* 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

A very high level of parental involvement is one of the hallmarks of Eagle Junction State School. The very active Parents and Citizens Association coordinates a Parent Network. This is an organization of parents that contributes to the wellbeing of students and families 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 provide support to our students and families when it is required, to enable full participation in the full range of educational experiences.

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 of students who participate in choirs, instrumental music, public speaking, debating, chess, and extension programs conducted off site. The Music Support Group has become integral to the support and successes of our Music Program in 2014.

In 2014 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 teams
- Enforcing anti-pollution behaviours

In 2014, environmental considerations around insulation, cooling and heating, lighting, electricity and water usage were part of the facilities design planning and \$40000 was spent to install solar panels to provide heating for the pool.

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 2014 and by the end of the year, our P&C Association had raised funds for the installation of Air Conditioning to all classrooms which will improve the quality of learning time but make us more aware of energy conservation.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	200,887	3,536
2012-2013	232,147	4,789
2013-2014	238,893	6,248

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.

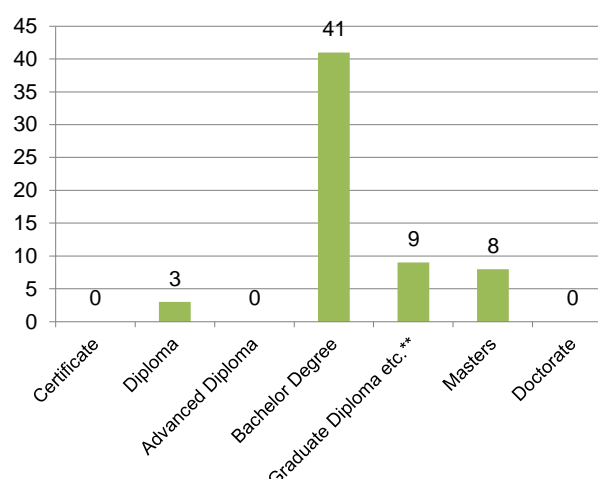
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	61	25	0
Full-time equivalents	49	14	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	41
Graduate Diploma etc.**	9
Masters	8
Doctorate	0
Total	61



*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 \$31,220 from the school budget plus an additional \$33,997 from the Great Results Guarantee Funding.

The major professional development initiatives are as follows:

- Consolidating the implementation of the High Impact Teaching model introduced in 2013
- Teaching Reading @ EJ – facilitated by Yvana Jones
- Development of coaching, co-teaching and mentoring models to enhance the application of new knowledge and skills
- Developing staff skill in data analysis and application including “Putting Faces on the Data”
- Development of pedagogy for the BYOD Prep Ipad 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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% 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

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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).	95%	95%	95%

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

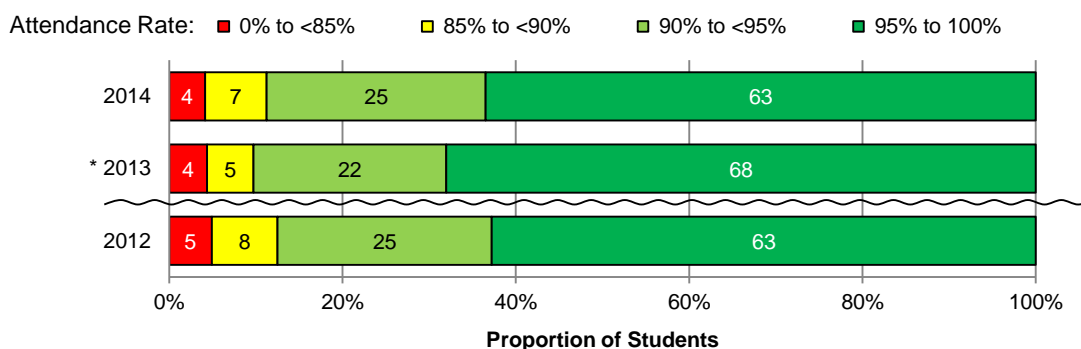
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	95%	95%	95%	94%	96%	95%	94%					
2013	96%	95%	95%	96%	95%	95%	95%					
2014	95%	95%	95%	96%	95%	95%	95%					

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.

The transfer to electronic roll marking will take place in 2014 after an upgrade to the school broadband.

Student absenteeism is monitored closely on a day to day basis with the principal personally checking unexplained absences each Friday. These are followed up by the class teacher and 3 referrals are enough for a letter home to parents.

Late arrivals at school are also closely monitored and letters are forwarded to parents after 3 instances.

Prolonged absences from school e.g. extended holidays are approved via the Exemption from Compulsory Schooling process

Regular articles about the value of regular and full-time attendance are distributed in the Newsletter and to individual families when needed.

The principal regularly surveys the arrival and late arrival of students and publishes the results in the Newsletter.

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

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

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

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

There were 12 Indigenous students enrolled in our school in 2014. NAPLAN and other data indicated positive learning outcomes for our indigenous students. One student successfully participated in the Solid Pathways Program.