Principal’s foreword

Introduction

Toogoolawah State School is proud of its educational heritage. We are a rural school which has been focused on providing educational opportunities for our community for 107 years. This report will outline our continued focus and strategies for providing quality teaching and learning opportunities for our students with the expressed purpose of improving literacy and numeracy outcomes for all students. It will also outline the school’s priorities identified in our improvement agenda.

School progress towards its goals in 2012

<table>
<thead>
<tr>
<th>PRIORITY AREAS</th>
<th>ACTIONS &amp; STATEMENT OF PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving Literacy &amp; Numeracy Achievement Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

- **Use information in Teaching & Learning Audit Instrument as basis for examination of school practices**
  - Audit tool used to guide school improvement agenda: *achieved*  
  - Checklists developed to guide school improvement: *checklist developed*  
    - Some aspects achieved in 2012  
    - Remaining aspects to be considered in 2013  
  - Weekly meetings and Pupil Free Day agendas provided professional development opportunities to implement the improvement agenda. Schedules were drawn up on a term by term basis reflective of needs.  
    - Achieved 2012  
    - Continued 2013

- **High quality teaching practices:**  
  - **Deepen teacher knowledge of learning areas and associated pedagogical practices**  
  - Embed Functional Grammar  
    - Not completed as intended – further work in 2013  
  - Embed First Steps in Reading  
    - Build into Staff meeting agenda with continued professional development focus  
    - Focused teaching of topic – reading strategies and processes: *achieved*  
    - Shared best practice – professional dialogue: *achieved*  
    - Develop and implement protocols for pedagogical review/ classroom observations with peers and Principal: *achieved*  
      - Continued in 2013
  - Continued work with Regional Focus: Managing Achievement
| **Program (MAP)** | Principal involvement and commitment to outlined foci and work tasks  
Teacher involvement at school level – responding as relevant to the set foci: **achieved**  
First Steps in Number training:  
**Consistent pedagogical practice**  
Develop universal processes for bookwork including titles: **beginning work achieved / Further work 2013**  
Use First Steps in Reading and First Steps in Number resources and common language across the school: **initial steps achieved / further embedding work 2013**  
Goal setting  
Develop processes for monitoring Learning Goal procedure (Teacher – student): **beginning work achieved /Further work 2013**  
Develop universal processes for bookwork including workbooks:  
**Develop processes for monitoring feedback procedures**  
Principal training for staff PD  
Principal training: **achieved**  
Staff training: **begun**  
**Implementing quality curriculum, teaching and learning**  
**Coherent and sequenced curriculum plan**  
ACARA implemented through the adoption of Curriculum through to the Classroom (C2C) for English, Mathematics and Science  
**Achieved**  
Revised Whole School Curriculum and Assessment Framework – implemented Jan 2012  
All teachers attended Regionally provided professional development training conferences.  
**Achieved**  
**Develop more consistent practices with social moderation particularly around C2C unit assessment**  
Started but not embedded in culture  
**Data driven culture**  
**Develop whole school processes for data management**  
Data walls and management process: developed but consistent use not embedded in teacher practice  
Teachers have systems to monitored student achievement and distance travelled  
Teachers measured and managed student reading goals, targets etc  
**Evidence-based decision making**  
Evidence of analysis in teaching/learning cycle  
Use school performance data (10 page data) + Naplan + Naplan data analysis graphs to make informed improvement strategies: achieved  
**Scheduled and planned analysis of school data**  
Analyse the ‘Dirty Dozen’ and determine  
School strategies/ NAPLAN response  
Embed into planning /C2C units  
How they relate to school and systemic priorities such as reading  
Use NAPLAN data, SEP IEPs and student information to inform differentiation in planning, teaching and assessment  
All Achieved  
**Instigate consistent measurement practices for whole school**  
Probe purchase and training  
Running record training  
**All achieved and implemented as consistent practice**  
**Continued social & emotional development of students**  

Performance of our students

| Chaplaincy program | Continue existing programs: **achieved** to June  
| Complete selection and recruitment processes: **implemented but position not filled**  
| Community feedback/surveys and information sharing: **achieved**  

| Responsible Behaviour Plan | **You Can Do It Focus maintained with:** Term focus  
| Weekly focus  
| Class lessons awards  
| Development of Learning and Wellbeing Framework: **achieved**  

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**Future outlook**

**Numeracy focus**
Australian Curriculum implementation through C2C(Curriculum through to the Classroom)

**High quality teaching practices** – including growing a Feedback and Coaching culture

**Consistent classroom pedagogical practices** – developed through the Pedagogical Framework

**Spelling focus**
Continue Reading focus

**Productive partnerships** with school and community stakeholders – including the enactment of the Learning and Wellbeing Framework with Kids Matter embedded and the Parent and Community Engagement Framework

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**School Profile**

**Coeducational or single sex:** Coeducational

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

**Total student enrolments for this school:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>183</td>
<td>78</td>
<td>105</td>
<td>92%</td>
</tr>
<tr>
<td>2011</td>
<td>178</td>
<td>81</td>
<td>97</td>
<td>87%</td>
</tr>
<tr>
<td>2012</td>
<td>165</td>
<td>79</td>
<td>86</td>
<td>93%</td>
</tr>
</tbody>
</table>

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

**Characteristics of the student body:**
Toogoolawah State School is situated in a rural community approximately 110kms from Brisbane. Its position is unique as it is almost equidistant from major centres (Ipswich, Toowoomba, Kingaroy and Caboolture). Students come from both town and rural environments. The majority of students rely on bus transport to and from school. There is a wide range of socio-economic levels within the school community; however, as a generality our community is classified to be with low to middle socio-economic levels – our ICSEA rating is 24. The majority of students are from families who have been living in the district for ten years or more, however our levels of transience fluctuate and our town population is very much determined by socio-economic situations such as employment and environment.

Indigenous Student cohort: 6%
Performance of our students

English as Second Language: <4%

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>0</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>2</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings

❖ Curriculum Through to the Classroom (C2C) for English, Mathematics and Science in Prep to Year 7
❖ Other Key Learning Areas from the Queensland Curriculum and Assessment Framework which may/may not be integrated (SOSE- Studies of Society and the Environment, Technology, Information Communication and Technology (ICTs), The Arts, (HPE) Health and Physical Education, as well as the Early Years Learning Framework for Prep
❖ Specialist Teachers for the following- Library/Information Literacy, Music, Instrumental Music, Physical Education, LOTE (Languages Other Than English) for Years 6&7 - Indonesian

At Toogoolawah State School we have the following learning support
❖ Special Education Program (currently we support students with Speech Language Difficulties, ASD- Autistic Spectrum Disorder, Hearing Impairment and Intellectual Impairment)
❖ Support Teacher Literacy and Numeracy STLaN – This area considers all aspects in relation students at
Performance of our students

risk, both those who have learning difficulties and those who need extension – that is bright and gifted students
☆ Guidance Officer – three weeks of the month
☆ Speech Language Pathologist – 2 days per term

Extra curricula activities
A wide variety of extra-curricula activities are on offer to our students:
☆ Instrumental Music Program – we are very proud of our Brass and Woodwind Concert Band. Each year we maintain a focused approach to a performance and workshop development program. We participate in District Music Camps for ‘Beginners’, ‘Intermediate’ and ‘Advanced’ music students, plus various performance venues. We are always complimented on our quality performances and the behaviour of the students. Winning gold in competitions such as Rural Bands Festival
☆ Choir – offered to all students Years 5-7. We perform at competitions and community events
☆ Sport – our students are offered an opportunity to compete with all of the levels and in all of the disciplines offered within our District including cross-country, athletics, swimming, football, tennis. Sporting Gala Days are held as available. In 2011 the following programs and Gala Days were held: ARL Development – Backyard Rugby Inter school days Term 3 & 4 with Esk State School
☆ International Schools Competition – ICAS
☆ Readers Cup (Years 6&7)
☆ Camps and excursions
Year 5&6 – 2 nights at Stanley River Environmental Education Centre
Year 7 – 1 week at Moreton Island supported by Stanley River Environmental Education centre and Moreton Experience.

Various excursions throughout the year for each year level, to support students develop a greater understanding of the main topic and are always directly linked to the current unit of work being studied. Excursions are designed to either build a shared knowledge or experience, or to consolidate the learning acquired during the unit of work. Each class has one excursion through the year supported by Stanley River Environmental Education Centre.

How Information and Communication Technologies are used to assist learning
Computers are vital to all learning:
Banks of computers may be accessed in each classroom and are used to support learning in each Key Learning Area.

Information, Communication Technology is integrated into each unit of work and the associated assessment tasks.

A bank of computers is also available in the Library. Information Literacy lessons are scheduled and taught within the weekly timetable. These lessons have a specific focus of Information, Communication and Technology skills as they are directly align to the integrated units taught in each class.

Each year we intentionally develop our infrastructure, connectivity and programs to improve Information, Communication and Technology learning opportunities for all members of our school community. This year we have:
Purchased:
Cameras for classrooms
Performance of our students

Computers - replacement schedule
New printers
Headphones
Purchased programmes
Mobile connectivity and hardware

Curriculum integration:
Web quests
Ed Studios
Accelerated Reader on-line comprehension quizzes
Teachers accessing Learning Place/Curriculum Exchange to support unit and class teaching and learning experiences
Use of digital cameras & software programmes to enhance learning experiences

Social climate
Emotional resilience continues to be a significant focus for our school. We have participated in the following to support the social development of all students.

• “You Can Do It Program” continues to be the driver for whole school language and strategies.
• Values and strategies from the National Safe Schooling Framework have also been embedded into our school policy document and thereby part of our school culture.

The following support is accessed if required:
☆ Guidance Officer – Counseling
☆ District Behaviour Team – Social Skills program plus support for specific students
☆ Chaplaincy services continue to support our school community. Funding for this is through the National Chaplaincy Program. This service was available only for the first half of the year and an application process was in place for the remainder – position unfilled

Regular behaviour focus on weekly Assembly and in classroom lessons.
Weekly awards and recognition of achievement and positive behaviour at Weekly Assembly.
Our local Progress Association sponsors the term prize for each class – the student with the most ‘gotchas’ Student Citizenship and Achievement Award – presented weekly on Assembly with prizes sponsored by our local ANZ Branch.

Parent, student and staff satisfaction with the school
Parent, Student and Staff satisfaction ratings have continued to improve. The school continues to seek ways to improve communication between home and school, so that parents have a good understanding of the learning directions and achievements. As Life Long Learning is a focus and underlying belief all staff are given opportunity to participate in Professional Development to ensure that we have a skilled and current workforce. The satisfaction ratings show that staff feel considered and confident that they have the necessary skills to deliver effective programs. The parent satisfaction ratings show that they can see this professionalism transferred to quality programs and improved achievement outcomes for students. Student responses indicate the greatest area of improvement. Student results demonstrate that they believe they are receiving a good education and that they feel safe at school.
### Performance of our students

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

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>87.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>81.8%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>91.3%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>91.3%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>87.0%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>81.8%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>82.6%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>76.2%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>69.6%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>77.3%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>82.6%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>78.3%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>77.3%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>73.9%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>81.8%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>91.3%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>94.9%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>87.2%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>94.9%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>97.4%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>94.7%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>94.6%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>92.1%</td>
</tr>
</tbody>
</table>
Performance of our students

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>82.1%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>92.3%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>86.5%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>86.5%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>97.3%</td>
</tr>
</tbody>
</table>

Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>73.3%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>81.1%</td>
</tr>
</tbody>
</table>

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

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

DW = Data withheld to ensure confidentiality.

Involving parents in their child’s education

Parents are strongly encouraged to be active participants in their child’s learning. The relationship between home and school is very much valued.

Following is a list of strategies used for involving parents in their child’s education. For example:
- Regular information and consultation with the P&C
- Parent volunteers are encouraged in each classroom and to be involved in the Learning Support Program
- Weekly newsletters
  - Units of work outlined every 5 weeks for English, Mathematics and Science for each class
  - Class learning foci in each week’s edition – 1 class featured each week
- Foyer displays
- Special events such as Under 8s, Athletic Carnivals etc
- Parent/Teacher interviews, formal and informal conversations

Reducing the school’s environmental footprint

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

The school has for a number of years now been seeking ways to reduce our environmental footprint.

Water
We have 10 water tanks throughout the school. These are utilised for student consumption as well as garden maintenance.

Energy
In 2010 we had 12 solar panels installed. We also were successful applicants and will be recipients of $50000 solar
Performance of our students

energy grant from the Federal Government and as such were able to install an additional 45 panels. The school has previously begun to position itself to be able to reduce our usage through endeavours such as weather shields on windows, tinted windows, shade plantings, insulation, air extractors etc. We also are proactive in turning off lights, electrical appliances etc when not in use.

Waste
This was an informal focus in 2012.

BioDiversity
We continue to further enhance this aspect of our school through endeavours such as participating in National Tree Planting day, composting, possum boxes and organic gardening principles. We have a focus to plant Australian natives so that native fauna and birdlife is encouraged to inhabit within our school grounds.

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>90,606</td>
<td>0</td>
</tr>
<tr>
<td>2010-2011</td>
<td>26,487</td>
<td>1,085</td>
</tr>
<tr>
<td>2011-2012</td>
<td>87,597</td>
<td>1,641</td>
</tr>
</tbody>
</table>

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Year</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>13</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>10.5</td>
<td>5.5</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers
Performance of our students

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>13</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $14,668.00.

The major professional development initiatives are as follows:

- First Steps in Reading
- First Steps in Number
- Curriculum Through to the Classroom implementation
- Regional and School Improvement Agenda
- Data Culture
- Feedback
- Teaching and Learning Audit
- Explicit Teaching

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

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95.2%</td>
<td>95.9%</td>
<td>95.5%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 96.2% 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/](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.

Description of how non-attendance is managed by the school

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

Where there are concerns about a student’s enrolment or attendance, multiple attempts to contact the parent/s or caregivers are made. Any time during which a student is not attending or participating in their educational program is considered an absence and requires explanation.

Teachers:
- Keep attendance records and monitor attendance and absenteeism of enrolled students
- Alert the principal when a student's absence is unexplained or when concerned that the explanation may be unsatisfactory
- Refer a student to the Guidance Officer (through the Principal) if concerned that welfare issues may be impacting on attendance.
- Follow-up with students requesting/reminding of need for explanation of absence
- Provide students with a form letter to assist with the parental explanation process

The school will also:
Create a form letter at a designated monthly date advising parents/caregivers of absences within the monthly period – requesting parental confirmation and explanation for absences. This letter will be posted.

Roll Marking
- Occurs twice daily – at the beginning of the day and again when students return to class following second break at 1.50pm
- Students who come late to school report to the Office and are given a “Late Arriving Slip” – issued through One School. Students are required to give their teachers this slip which is then attached to the weekly roll. Teachers mark the late arrival in the morning section of the roll for that student.
- If students are required to leave the school early – parents report to the Office and are given an “Early Departure Slip” which is given to the class teacher prior to the student leaving the classroom/school grounds. This slip is also attached to the weekly roll. Teachers mark the early departure in the afternoon section of the roll for that student.

The school set an attendance target of 95% and achieved 93.9%. Attendance was addressed each week in the
Performance of our students

newsletter. Graphs of Class attendance printed weekly to be displayed in each classroom. Celebrations and commendations spoken of at the weekly Assembly.

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

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

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>91%</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td>2011</td>
<td>92%</td>
<td>94%</td>
<td>89%</td>
<td>94%</td>
<td>96%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>2012</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>97%</td>
<td>94%</td>
<td>93%</td>
<td>90%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

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.
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

The attendance gap between Indigenous and Non-Indigenous students was less in 2012 – reducing to 2% difference between the two student groups.

Given that our Indigenous student population measured in the Year 3,5 &7 NAPLAN testing totalled 5 students, achievement rates are more about individual students and how we support students as a whole. We are mindful to individualise, modify and adapt for each student as required. The Closing the Gap data shows that our Indigenous students are achieving comparable results to Non-Indigenous students. The difference between Indigenous student’s and Non-Indigenous student’s mean score is an average of 13 points either above or below. Sometimes Indigenous students are outperforming their peer cohort.