Principal’s foreword

Introduction

It is with a great amount of pride that I present the 2011 Cranbrook State School Annual Report. 2011 was indeed an amazing year for the Cranbrook School Community. The Building the Education Revolution dominated the school infrastructure program from January through to September which major enhancements to the school hall and library facility.

Major works were also completed around the school including a new shade structure over the early years’ playground. 2011 was also a special year being that we were celebrating 30 years of quality education.

Whilst all this was occurring our teachers continued to focus on our students and what remains our most important job of all – teaching! I cannot emphasise enough how wonderful it is to work with such a professional and dedicated team.

Finally our parents and students continued to be strong advocates for our school. Thank you for your dedication and devotion to your child’s education and for being such strong supporters of our school community. It’s what sets our school apart! 2011 was a transformational year for Cranbrook State School and 2012 promises to be inspirational!

School progress towards its goals in 2011

Cranbrook State School was able to implement the following strategies to assist in progression of the identified goals:

Student Achievement: Maximise student achievement through the use of quality programs.
- Aligned current English, Maths, History and Science programs with ACARA.
- Refined data collection, analysis and recording processes of systemic requirements, e.g. NAPLAN, QCATs and CATs on One School and use for future planning.
- Audited current spelling practices to develop consistent pedagogical strategies to promote best practice.
- Introduced “Into the Book” as a consistent comprehension program across all year levels.
- Refined the process of Case Management for SEP children.
- Embedded Differentiation strategies in planning.

School Environment: A Learning Environment that is safe for all school community members allowing for the most effective teaching/learning processes.
- Continued the monthly Positive Behaviour Support Committee meetings, collect data and develop strategies.
- Continued to modify teaching pedagogy and classroom practices to embed differentiated classroom practices.
- Continued to support all staff in recording data (behaviour incidents and contacts) on One School.
- Continued to implement social skills programs, including CENTACARE, PCYC-SAS, PLC and Stanton Lodge.

2011 School Annual Report
Workforce: Staff with strong leadership and professional capabilities.

- Continue to develop a mentor/coaching model for CSS workforce.
- Ensure there is a focus on One School, One Portal, Learning Place and ICT training in the professional development of staff.
- Induct and update all staff on school procedures, policies and current curriculum framework.
- CSS personnel to provide and lead school-based PD aligned with the performance framework and with a heavy focus on Curriculum issues.

School Community: Strong School Community relationships with very effective communication.

- Expectation for teachers to enter behaviour data, incidents, assessment and reporting data, parent contact, extra curricula and enrichment programs on One School.
- Intranet (One Portal) to be further developed for all school information to be accessible to all staff to ensure transparency.
- E-mail to be the preferred medium of communication by staff.
- Inform staff of Protocols for all forms of communication with whole school community.
- Inform School Community of e-mail expectations and protocols.
- Fortnightly Teacher aide meeting to discuss whole school community issues and develop a strategy to meet regularly (at least once a term) with other ancillary staff (cleaners, Admin and school's Officers).

Future outlook

In line with our Quadrennial School Review conducted during 2011 the following goals and strategies have been identified for implementation beginning 2012.

Student Achievement: For all students to achieve success and progression through high quality curriculum provisions and programs in a learning culture.

Literacy & Numeracy

- Review, develop, implement and monitor Whole School Programs for:
  - Reading
  - Writing including spelling, grammar and punctuation
- Develop and embed consistent processes and instruments to monitor student achievement and provide feedback to support goal and target setting.
- Establish and embed NUMBER as the key domain in the Early Phase of Learning

ICT

- Implement an e-learning vision and direction.
- Review and implement ICT Expectations for Students
- Initiate and implement a 1 to 1 Mobile Devices Program in the Middle Phase of Learning

Curriculum

- Implement the National Curriculum
- Ensure the remaining Essential Learnings are included in a documented Curriculum Plan
- Planning is documented using One School functionality in line with QCARF

Attendance

- Develop and implement an Attendance and Punctuality Improvement Plan

Intervention

- Use student Achievement data to drive school level decision making and initiatives
- Develop and implement preventative, reactive and turbo charging intervention progress for Literacy and Numeracy across the school
- Increase the focus, urgency and targeted resource allocation of Early Intervention and Support Programs for the Early Phase of Learning (EPL)
Staff Capacity: Every staff member is involved in continual learning and valued to ensure they are high performing professionals.

Learning and Development Framework
- Improve skills of staff to implement targeted initiatives to advance the performance of all students in literacy, numeracy and science
- Plan, outline and communicate staff PD priorities from school, systemic and individuals and take a proactive approach to available opportunities for the whole staff
- Provide a balance of types and styles of high quality PD opportunities

Coaching and Mentoring
- Continue the development and expansion of the coaching model to improve professional skills and practices
- Continue to develop the mentoring program for all staff
- Develop an induction program for all new staff and beginning teachers

Developing a Performance Framework
- Develop and implement Individual Performance Development Plans based on the Professional Standards for all staff
- Initiate and embed a system to ensure we provide ongoing support and feedback to all staff

Leadership
- Develop and build upon existing school leadership to foster a culture of high expectations, develop inclusive environments, transform teaching practice and enhance school performance
- Provide opportunities for development in areas of leadership through an agreed whole school model

Quality Practices
- Ensure research and evidence based best practice is being utilised by staff through agreed programs
- Teachers utilise the C2C and EL’s resources to ensure a frontend assessment culture is strengthened
- Embed a system of data analysis and target setting in order to improve learning outcomes

Student Wellbeing: Every student has access to a safe and supportive environment.

Positive Behaviour Scheme (PBS)
- Embed PBS across whole school
- Build, develop and embed a common language and pedagogical practices through explicit teaching

Differentiation
- Embed School Assessment Plan for collection of assessment data including standardised tests
- Assist the transition of profiled At Risk students to the next teacher
- Continue and build on student special needs referral process, case management, individual plans and allocation of resources
- Ensure the Gifted Education Plan is embedded in classroom practice
- Continue the flexible delivery model of the Special Education Program

Parent and Community Partnerships
- Continue and build on community partnerships and connections with agencies to offer welfare and well-being support services for identified students
- Engage indigenous school members through the Closing the Gap Strategy and indigenous personnel

Better Behaviour Better Learning
- Regularly review the Responsible Behaviour Plan for students to ensure high expectations and a common understanding amongst staff is achieved regarding expected behaviours, processes and consequences
- Continue to provide support measures to ‘At Risk’ or ‘high needs’ students that utilize internal or external programs/organisations

Year 7 to Secondary
- Plan for the successful transition of Year 6 students to Secondary schooling.
Our staff profile

School Profile
Coeducational or single sex: Coeducational  
Year levels offered: Prep - Year 7  
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>608</td>
<td>272</td>
<td>336</td>
<td>91%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
Cranbrook's ICSEA (Index of Community Socio-Educational Advantage) is 946, marginally below the National average of 1000. 14% of the student population is indigenous with 3% having a language background other than English.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.9</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23.8</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.8</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>127</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>12</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Curriculum offerings

**English**
Including a strong emphasis on Literacy skills through Reading, Writing, Grammar, Spelling and vocabulary development using the strong phonics programme to aid in this development.

**Mathematics**
Including strong emphasis on numeracy, mental computation, space, measurement, and data, number facts, working mathematically and problem solving.

**Science**
Including development of scientific concepts, processes, and manipulative skills while working scientifically.

**Performing Arts**
Focusing on the areas of Forming, Presenting, and Responding to develop performance skills and confidence.

**Studies of Society and Environment**
Studying the Natural and Social surroundings from the local to the global perspective as well as incorporating the study of History and Geography in a developmentally appropriate sequence.

**LOTE (Language Other Than English)**
French is taught from Years 4-7 with an emphasis on Speaking, Listening and Reading as well as Cultural Studies.

**Visual Arts**
Hands on experience in building and creating using a large variety of media as well as drawing, painting, and sculpture.

**Physical Education**
Following the sequential development of skills with the aim of equipping the children with the necessary skills for involvement in both individual and team sports.

Extra curricula activities

**Interest Groups**
On Thursdays Years 5 – 7 students are offered extra-curricular activities as part of Cranbrook State School's Middle Phase of Learning program. Participation in extracurricular activities is one strategy for promoting lifelong learners and for students to be engaged in their own learning. A wide range of activities are offered to the students that could include Drama, Sport, Craft, Golf, Gardening, Jump Rope for Heart, Walking for Fitness, Building and Construction and Robotics.

**Chess Club**
We have 30 chess sets available for students to use. Our Chess Club caters for students who enjoy the game of Chess. It is also involved in interschool competitions.

**Environmental Club**
The Environmental Club caters for students who are interested in ways to preserve our environment for future generations.

**Leadership Program**
Cranbrook School believes that it is important for students to be involved in a range of Leadership Programs to allow them to grow and develop into independent lifelong learners.

**Student Council**
Representatives are elected to be a member of Cranbrook Student Council as follows:
- 2 School Captains
- 2 Vice Captains
- 2 Representatives from each Year 7 class
- 1 Representative per term from each Year 6 class

Students are involved in a range of activities involving Fundraising, Leading School Parades, Special Ceremonies and School Discos.

**Induction and Leadership Orientation Program**
Students in Year 6 are involved in an Induction and Orientation program to prepare them for leadership roles in Year 7.

**Community, Civic and Social Involvement**
Opportunities are given for students to participate in a variety of community, civic and social activities:
- Tournament of Minds
- Education Week
- Queensland Day
- Jump Rope for Heart
- Charity Collections (e.g. Blue Nurses)
Instrumental Music
Instrumental Music Teachers visit our school on a weekly basis to give tuition to students in Years 5 – 7 that learn brass, woodwind and percussion instruments; and Years 3 – 7 students that learn string instruments. These children are withdrawn from class for their 30 minute lesson on a rotating timetable, i.e. a different ½ hour each week. Students can borrow a school instrument for 12 months, with the exception of violins and violas. After this period, participants are required to purchase or rent and instrument if they are to continue in the program. Large instruments are usually on a ‘school loan policy’ for two or three years. To achieve maximum learning some books and accessories will need to be purchases when students commence lessons. When your child has reached a certain standard of performance, s/he will be expected to participate in ensembles, band and orchestral groups as well as any concert or performances. Please be aware that these can run before and after school. For more information please refer to the instrumental handbook.

Choir
Students in Years 3 and 4 can join Cranbrook’s Junior Choir while Years 5, 6 and 7 students can participate in Cranbrook Senior Choir. Both choir practise 1 hour a week, giving 30 minutes of their lunch playtime or before school time and 30 minutes class time.

Performances
Students in the instrumental program and choir participate in Cranbrook’s midyear concert “Musical Mayhem” and end of year concert “Christmas Chaos” as well as other events like Fanfare, Townsville Eisteddfod, and assemblies. Students participating in the music program will also have the opportunity to participate in district workshops throughout the year.

School Executive: Music Captains
Two Year 7 students are selected as Music Captains each year. These are students that have demonstrated commitment to learning their chosen music instrument, and leadership within their ensemble and during lessons. Music Captains fulfil various roles such as speaking at concerts, and organising music for assemblies.

How Information and Communication Technologies are used to assist learning
A commitment to integrate technology to support teaching and learning and the organisation of the school.

Three Guiding Principles
- **Accessible** - where opportunities for learning exist - any place, any time
- **Appropriate** - where curriculum, teaching and tools are current and relevant
- **Adaptive** - where teaching and learning reflect the needs of the individual student

Year 7 Laptop Program
The classrooms are rapidly changing at Cranbrook State School. These changes are exciting and positive and are strategically designed to enhance the teaching and learning process, in order to prepare our students for successful futures - futures that will require them to be active, critical, reflective, inquiring, flexible, ICT literate adults who take a global view of their world and community.

Our Year 7 Laptop program has created a whole new learning experience. It will continue to define the future classroom and provide students with a tool to effectively utilise information and, more importantly, to create information.

Our Laptop Program enhances teaching and learning by:
- providing access to data that can then be manipulated and analysed
- using the data to problem solve and model
- using it as a medium for an exchange of ideas and allowing more time for higher order learning
- changing the way students and teachers interact in the classroom
- increasing teamwork, communication and collaboration
- allowing students to present their work in a range of methods that appeal to their learning styles
Social climate

Student Services

Guidance Officer
Guidance Officers identify factors that can be barriers to learning and development, and plan or assist in developing support programs that can help students achieve positive outcomes. Guidance Officers may work directly with the student or with the student’s teachers, support personnel, family, other specialists, or professionals from other agencies depending on the issues to be resolved and the age of the student. A range of issues may be supported by Guidance Officers including personal and social development, diverse learning styles and needs, and educational pathways. Guidance Officers, whilst respecting client privacy and confidentiality, work as members of a support team and are committed to providing quality education services to enhance the educational opportunities for every student regardless of their circumstances. Guidance Officers focus on assisting all students (Prep-Year 7), to achieve to their potential in the most appropriate educational setting.

Chaplain
The school Chaplain provides mentoring to students in personal, relationship and religious/spiritual issues. The Chaplain has a pastoral care role in the school to support students, parents and staff in their times of need. The Chaplain works with students from Prep to Year 7.

Defence Schools Transition Aide
The DSTA Program is one of the Australian Defence Force’s initiatives to raise the awareness of issues associated with mobility and to assist in the development of strategies and opportunities for ADF members and their families to be successfully integrated into the school community. The DSTA roles include:
- Assist ADF parents and children to become familiar with the school and its facilities
- Co-ordinating appropriate welcoming and farewelling activities
- Support students at school during times of parental absence from home for service requirements

The Support Teacher: Literacy and Numeracy
Works in consultation with the school leadership team to improve student achievement, through the following activities and key tasks:
- Assist with planning, preparation and delivery of effective learning and teaching programs for identified students.
- Provide support to school teams and individual teachers in identifying patterns of achievement and selecting evidence-based intervention strategies at whole school, cohort and individual student levels for underachieving students.
- Provide professional development, support and advice.
- Work collaboratively with other specialists (e.g. guidance officers, speech and language pathologists) to coordinate services which improve student’s learning.

Advisory Visiting Teachers
Advisory Visiting teachers support teachers and the school community through the process of verification for students with disabilities. Their role is:
- To assist with strategies for the student and the teacher
- To support teachers through the Educational Profile process
- To help develop an Individual Student Plan with the teacher
- To support in the ongoing management of these students.

Behaviour Management Support Teacher
The Behaviour Management Support Teacher’s services are shared amongst three schools; Cranbrook, The Willows and Kirwan State Schools. There isn’t a fixed timetable as services are provided on a needs basis but each school is allocated a preferred day. The role of the BMST is to assist parents, teachers, students or admin with behavioural issues. These may include:
- Writing plans with teachers and discussing issues with parents
- Accessing outside agencies and working one-to-one with children
Our staff profile

- Observing lessons and taking small group/whole class lessons
- Organising visits/specialised groups to visit the school and assisting with transition of students to new classes/schools or being part of whole school behaviour plans.

**Learning Support**
Cranbrook State School Support Teachers work closely with class teachers to support students who are experiencing difficulties with identified areas of their learning. The Support teacher work with students in the classroom and provide programs and resources to best meet the identified students’ needs.

**Speech Language Pathologist**
An Education Qld Speech Language Pathologist carries out assessments, advises teachers, provides home programs and carries out therapy with individuals and small groups.

**Parent, student and teacher satisfaction with the school**
The school opinion surveys are conducted annually. We have a very high level of satisfaction in our school community relations and very high in our school climate where our students are happy to go to this school. Parents of the school are very happy that their children are treated fairly and the level of satisfaction with the standard of teaching and learning is high. Satisfaction levels have improved from 2009. The staff are committed, cohesive and very professional in their approach to their work. There is a very strong team ethos at Cranbrook State School.

**Performance measure**

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>68%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>86%</td>
</tr>
</tbody>
</table>

**Involving parents in their child’s education**
Open and responsive communication between school and home is vital. Parent participation is encouraged at both formal and informal levels. Open discussions between parents, teachers and students are encouraged to share and to provide school and home support for all students. Parents are encouraged to share their knowledge and expertise.

Our parents assist with classroom activities, assisting teachers with delivery of programs across the Key learning Areas particularly in the early phase with our home reading program. Cranbrook State School is active in ensuring that indigenous families engage with the school. (NAIDOC activities, indigenous aide).

The P&C is extremely supportive and plays a significant part in realising the goals and aspirations of the school. The P&C supports the school in resourcing curriculum initiatives and facilities. The P&C also support school management through collaboration in strategic planning around Operational Plans and School Review processes.

Parent information sessions are conducted so parents can be involved in the teaching and learning development of their children. Prep information sessions have been very valuable with the introduction of ACARA. Parents regularly attend culminating activities when students display their work. Parents attend assemblies when awards are presented. Many parents attend special events such as Christmas Chaos and Musical Mayhem, as well as Anzac Day, Naidoc Week and Gold card presentations.

**Music Support Group**
The Music Support Group is a valuable and integral part of the Cranbrook Music Program. It consists of the current Music Teachers and parents of students that participate in the program. The group assists during performances and discos with the aim of raising funds for Cranbrook’s Music Program.
Reducing the school's environmental footprint
Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

A reduction in oval irrigation has been contributed to the reduction in water usage and the increase in electricity can be contributed to the construction of building and the extra power requirements of the two new facilities.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>377,501</td>
<td>29,794</td>
</tr>
<tr>
<td>2010</td>
<td>399,139</td>
<td>25,129</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-5%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>46</td>
<td>23</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>38</td>
<td>16</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>
Expended on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $17,236.21. The major professional development initiatives are as follows:

**Literacy**
- Into the Book - Reading Comprehension
- 7 steps of writing
- Reading and writing in the Prep classroom
- LEM spelling
- Running records
- Persuasive Text genre
- Spelling Strategies
- Soundwaves - firefly

**Curriculum**
- National curriculum + assessment and reporting
- Getting ready for ACARA
- Differentiation
- Workshop for Music teachers
- Music assessment P – 3
- Choral workshop
- Music – Count us in

**Systemic**
- One school timetabling
- Assessment tasks
- QCAT random sampling project
- NAPLAN
- Professional standards
Our staff profile

- Transformational learning for HOCs
- The difference is data
- The Big Four (Autism etc)
- AVT Service – Hearing Impaired
- Transport training
- NQ student services conference
- St John Ambulance training
- Diabetic training
- Smart classrooms PD framework and 21st Century
- Interactive whiteboards and Digital Pedagogy
- Digital pedagogy

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

**Average staff attendance**
For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2011.

**Proportion of staff retained from the previous school year**
From the end of the previous school year, 84% of staff was retained by the school for the entire 2011 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.

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

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<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>92%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution
The proportions of students by attendance range.

![Attendance Distribution Chart]

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.

Cranbrook State School - PROCEDURE TO FOLLOW FOR ABSENCES

- **Low Risk**: 1 day absent
  - Explanation
  - Attendance note reminder by teacher
  - Attendance note reminder by teacher
  - School letter of explanation
  - Week 9 distribution

- **Medium Risk**: 3 days in a row absent - report to senior admin
  - 3 days in a row absent - report to senior admin
  - Senior admin attempt to contact
  - Senior admin attempt to contact
  - 5 week report to principal for ≤ 85% attendance

- **High Risk**: 5 days in a row absent - report to admin
  - 5 days in a row absent - report to admin
  - Senior admin attempt to contact
  - Senior admin attempt to contact
  - Under 16 year - enforcement of compulsory attendance procedure

- **Extreme Risk**: 5 days in a row absent - report to admin
  - 5 days in a row absent - report to admin
  - Senior admin attempt to contact
  - Senior admin attempt to contact
  - Police welfare check
  - Indigenous worker / Principal home visit

2011 School Annual Report
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/](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

**Attendance**
- Our indigenous attendance declined by 5% during 2011 with the Gap widening to 6.9%

**Attainment**
- A steady increase in Mean Scale Score attainment has occurred for indigenous students since 2008
- The Gap has decreased minimally since 2008
- The Gap for 2011 remains at approximately 50 Mean Scale Scores