

# Queensland State School Reporting – 2011

## Northview State School (1957)



Postal address	54 Pioneer Street Mount Pleasant 4740
Phone	(07) 4965 6888
Fax	(07) 4965 6800
Email	the.principal@northviess.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
Contact Person	Principal Mr Brendan Smith

## Principal's foreword

### Introduction

I am pleased to present the 2011 Annual School Report for the Northview State School.

Northview State School has a proud tradition of working with parents and the community to meet the educational needs of our students.

Achieving successful educational outcomes for our children is very dependent upon a successful partnership between home and school. A child's level of progress is heavily influenced by the interest family members show in their education, the support they provide and how you choose to participate in school events & activities. To this end I encourage you to maintain a regular contact with our teaching staff and to become actively involved in our school.

We believe social and academic learning outcomes are maximised for all through quality practices in the areas of Curriculum, interpersonal relationships and school organisation. At Northview, we expect high standards of personal achievement and development. We are committed to promoting the best interests of individual children and promoting excellence in teaching and learning.

This report will outline a variety of features involving Student Performance, School Operations, Community involvement and future initiatives. We will reflect on our goals and priorities for 2011 and comment upon their achievement with a focus on continual school improvement for the future. This report will be accessible on the school website as well as copies provided to our P&C executive and a copy situated in the school foyer for public access.

### School progress towards its goals in 2011

While Literacy and Numeracy development was our core focus some specific areas were targeted for improved performance (Maths/English/Science). Considerable resources were allocated to expand teacher professional knowledge and expertise. Intensive blocks of additional training focussing on the Teaching of Writing were conducted for all staff in Years 4-7. School P&C funds were secured as a priority to assist in the purchase of lower & upper school Reading resources for classrooms. School improvement grants were also accessed to refurbish upper school classrooms including installation of interactive whiteboard and projector packages for all Block C classrooms.

Curriculum programs were collaboratively reviewed by learning teams and modified to suit current needs. Teacher moderation was used to collaboratively assess completed units of work, consider evidence and make judgements to inform future planning. Considerable exposure and familiarisation was conducted for staff with the new Australian Curriculum and preparing for its implementation in 2012

## Queensland State School Reporting – 2011

### Northview State School (1957)



School internal monitoring devices and benchmarking targets were also expanded to support the need for in depth teacher analysis of student performance. Such data also provided a useful tool for Teacher reflection and professional learning. All such data gathering devices have become a formal part of the school's annual curriculum improvement agenda. A document that outlines our key priorities and performance measures for that year that is shared with the school community.

The ever evolving use of ICT (Information and Communication Technologies) has continued in classrooms with students and teachers demonstrating their ability to innovate and expand their skills base. ICT development was also a key component of our School extended Learning Program and was very successful in engaging and inspiring students.

Our Social Justice team continued to play a more expansive role in catering for the varied needs of all students and supporting their learning in classrooms. This role also included a more specific analysis of Student data using internal & external benchmarks to gauge improvement and inform future planning in classrooms.

#### Future outlook

##### Key priorities for 2012

- "Go for Green" – A concentrated school focus to attain an "Above National Mean" result in a specific area of Literacy ( Reading / Writing).
- Reading Improvement – Identified whole of school priority focussing specifically on the development & implementation of a consistent Northview strategy based on the "5 Planks to Effective Reading".
- Writing: Minor focus – Continued enhancement of our improvement in Writing, based on further refinement of Teacher pedagogy using the "7 Steps to Effective Writing" strategy.
- Australian Curriculum ( C2C) – Implementation of, experience with and professional conversations to enhance and improve teaching pedagogy with this national resource focussing on Maths, English & Science
- A teaching and learning environment that is safe, supportive, innovative & engaging for all students.
- A school community that values education by playing an active & supportive role in children's learning

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

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

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
346	165	181	93%

**Characteristics of the student body:**

School enrolments over the previous years have remained quite stable with only subtle fluctuations recorded due to families leaving the district because of family employment opportunities. It is anticipated that positive enrolment growth will continue in the future.

Recently enrolments have included a small percentage of English as a Second Language (ESL) families. These have included students from both European and African locations. School support staff in conjunction with Regional Advisory staff have supported these students and their families with the transition into our school.

**Families that indicate an Indigenous background are few and are approximately 6% of total enrolment (17 students)**

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

Phase	Average Class Size
Prep – Year 3	22.6
Year 4 – Year 10	25.1
Year 11 – Year 12	
All Classes	23.9

**School Disciplinary Absences**

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	13
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

### Our distinctive curriculum offerings:

Our Integrated Curriculum offered educational programs including all eight Key Learning Areas: English, Mathematics, Studies of Society & Environment, Science, The Arts, Health and Physical Education, Technology and Languages Other Than English (Japanese).

A long term priority is the on-going development of Information & Communication Technology innovations in student learning programs. This program continues to develop with opportunities for students to make use of a Resource centre computer lab, classroom computers, interactive whiteboards, iPads, digital cameras and associated hardware / programs.

Northview State School has a well established reputation for its inclusive education philosophy and practices which endeavour to provide a wide range of curriculum programs and activities for the children who attend the school.

A snapshot of our curriculum approach includes:

- \*Single and multi-age classes across the school dependent on annual enrolment totals
- \*Prep & Year 1 classes use Early Years Curriculum Guidelines.
- \*A comprehensive intervention program across the P-7 classes.
- \*Effective program support for students with verified disabilities.
- \*Appraisements and explicit programs for all identified students requiring learning support.
- \*Explicit literacy, numeracy, Science, PE, Music and LOTE programs.
- \*Integrated units for the Key learning areas of The Arts, Science, Study of Society and Environment and Technology.
- \*Jolly Phonics and Jolly Grammar are the basis of the Year 1-3 spelling program.
- \*Individual Spelling program for Year 3-7 classes.
- \*Japanese as the Language Other Than English (LOTE) is taught at Year 6-7 levels.
- \*Yr 3-7 Extended Learning program targeting identified learners with specific potential.
- \* Increased opportunities to promote & expose students to scientific events & experiences

---

### Extra curricula activities:

Extra Curricular and Co-curricular programs provided students with opportunities to enhance their learning in the following ways:

Sport Focussed:

- \* House and inter-school sports on a term by term basis.
- \* Sports trials and opportunities for higher representative honours at Northern Suburbs sub-district, Mackay district, Capricornia Regional and Queensland State level.
- \* Regional Sports Development officers involved in Physical Education / Sport programs to support skill development in students as well as introducing new sports.

The ARTS:

- \* Focus on the ARTS including Musical groups - Instrumental music program, Concert band, singing & signing choirs and Talent groups. Queensland Arts Council performances for students each term.
- \* Instrumental Music Program which incorporates individual tutoring & lessons with an extension program to be involved in the school concert band.
- \* Musical Performances via the Regional "Wakakirri" community event – 2<sup>nd</sup> place in the final 2011
- \* School Eisteddfod teams at all age levels competing in the district competition

## Outdoor Education & Safety Programs:

\* Camps and additional off campus learning opportunities. (Yrs 4 & 5 Kinchant Dam Outdoor Education Centre, Yrs 6 & 7 Bi- Annual Canberra Learning Experience) and local educational excursions and tours. All events are to support classroom curriculum programs and student development and are approved and reviewed by school staff and P&C executive.

\* Yr 4 Bike Education program conducted in conjunction with the PCYC instructors

## Extension activities offering students opportunities to challenge and extend their abilities included:

\* An Extended Learning Program operating during class time, targeting talented students on a term by term basis in Literacy and Numeracy areas.

\* International Academic Competitions in English, Writing, Spelling, Maths, Science and Computer Skills.

\* Opti-Minds Challenge, MacDonald Maths Competition, Chess Club and Wakakirri performance.

\* Mornings Of Excellence in conjunction with the Pioneer State High School.

\* Science Expo inter house challenge.

## SCHOOL HIGHLIGHTS & ACHIEVEMENTS.

### ACADEMIC

- Mc Donald's Maths Regional Competition Yr 6-7 Teams – 2<sup>nd</sup> place 2011 final
- Extended Learning Program Yrs 2-7 for high achievers.
- Opti-Minds District Team Challenge
- ICAS International Academic Competitions : Distinction & Credit awards in :
  - Maths
  - English
  - Science
  - Computers
  - Spelling
  - Writing
- Online Literature Festival for students , visiting Author Phil Kettle & National Book Week celebrations
- Debating Regional final winners 2011.
- P-7 Science Expo & Team challenge.

### ICT / TECHNOLOGY

- Laptop Computers for classes.
- ICT Teacher-Technology coach and Extended Learning coordinator.
- Library Lab for class/ student access during class and break times.
- Use of Interactive White Boards and data projectors in classes.
- Student internet & email access.
- iPad/iPod devices for class use

## SPORTING

- School Rugby League, Netball & Touch Football Teams (external competitions before & after school)
- Queensland representatives in Hockey & Softball
- Tennis Lessons / coaching
- Interschool Sport
- Athletics Carnival
- Swimming lessons & Carnival
- Representative Sport Opportunities at District, Regional & State level
- Specialist Lessons for students in – AFL, Golf, Tennis, Basketball, Cricket & Rugby League
- Visiting Sports Coaches / Skills Experts Rugby League, AFL, Softball, Tennis
- Multi-purpose Sports courts
- Large well-grassed oval and grounds

## SPECIAL EVENTS / CULTURAL

- “Wakakirri” Dance Team Regional performance -2<sup>nd</sup> Place
- Instrumental Music program & Concert Band
- Choir & Band Groups
- LOTE (Japanese)
- Arts Council Performances.
- Year 4/5 Camp
- Yr 6/7 Canberra Trip
- ANZAC Day commemoration & march
- District Choral Camp
- School Talent Quest
- Chess Club Yrs 3-7

## STUDENT SUPPORT

- Special Education Unit-supporting students with specific needs.
- Social Justice Committee
- Guidance Officer (weekly service)
- Learning Support Staff
- Speech Language Pathologist visits
- Leadership Awards & incentives
- Recognising positive Behaviour via Rewards & incentives.
- Behaviour Tracking Cards: Parent Communication. Positive & Negative
- Positive Behaviour A+ Reward Days for classes each term
- Weekly School Parades to celebrate and share student success & achievements.
- Staff always approachable and available to communicate with parents in regards to students.
- English as a 2<sup>nd</sup> language visiting Teacher.

- Student Leadership team & class councillors.

### SCHOOL ENVIRONMENT

- Well kept Grounds & Gardens
- Large separate play areas and School Oval.
- New Multi Purpose Hall and Library/Resource Centre.
- Shaded play & equipment spaces for all students
- Outdoor Basketball / Tennis court.
- Sustainability projects in regard to water & energy use as well as waste management .Earth Smart Program.

### COMMUNITY / EXTRA CURRICULAR

- Weekly School Parades hosted by classes.
- Before School Reading (Prep – Yr 2)
- School Disco (Terms 1 & 4)
- Yr 6 Leadership Day
- Family Christmas Carols Night
- Annual Awards Day Ceremony recognising excellence & achievement.
- Premier Reading Challenge
- Yr 4 Bike Education Program
- Yr 7 Graduation Dinner
- Class Excursions – related to work units.
- Choirs and Concert Band performing at community functions, Eisteddfod, Festival of the Arts and Mackay concerts.
- Whole school picnic lunch days- weekly during Winter.
- Active P&C committee & volunteers who contribute enormously to school activities & events.
- P&C- Mothers / Fathers' Day stalls for students.
- Walk Safely to School Day & other Travel Smart projects.
- Sustainability projects with gardens, water & recycling involving staff , students ,parents & community.

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

In 2011 in excess of 60 workstations across the school were available for students to use on a regular basis.

Computers are located in classrooms or nearby withdrawal rooms, with a mini-lab of 25 computers located in the school's Resource Centre. All classes use the mini-lab on a weekly basis, to complete tasks associated with their integrated units or other planned work. A student skills continuum has been developed as a reference for the integration of ICTs and is reported on twice per annum.

Computers are used to support and enhance curriculum offerings. A variety of curriculum applications are taught to children so that ICT compliments learning programs.

The school has continued to trial and innovate with new ICT devices as tools that will enhance and develop the learning capacity of students. For this to occur, considerable thought & planning went into the skilling and training of staff including visits to other schools, professional development and access to Education Qld Regional support staff. Considerable financial support from the school P&C also enabled the school to purchase additional equipment for classroom use thus enhancing student access and exposure.

Examples of Student utilisation of ICT tools to enhance learning experiences:

- Yr 6-7 ANZAC Day on-line chats/interviews blogs with current and former veterans to compliment students understanding of Australia's role in global conflicts both in the past & present.
- Digital microscopes in Science in conjunction with laptops & interactive whiteboards to analyse & record data as well as mediums to present findings to others that is backed by evidence ( critical thinking) Yrs 3-7
- Flip Cameras for Prep-Yr 3 to record personal pictorial profiles and story files for sharing with parents & families
- Speak EZY hand held recording devices used by all classes to record oral presentations & reading samples for sharing & analysis. Digital recordings also sent via student email to identified family sources.
- Online "Mathletics" competition & challenge for extended learning students
- Student participation in online Literature Festivals to play an active role in live and pre-recorded interviews with authors.

Student skilling in the use of the "Audacity" program where music, dialogue and visual recordings are combined to create pieces of work that are used for persuasive purposes, entertainment, safety messages, promotion of events, invitations and recordings of special events.

### Social climate

Our school re-examines the Responsible Student Behaviour Plan on an annual basis to ensure these policies provide sufficient guidance and support for student behaviour management practices. As a consequence our Behaviour Card Communication system was considered successful and continued across the school in 2011.

This system is based on acknowledging positive student behaviours, with an 80% average of Behaviour Cards being issued in recognition of positive student events. Other incentives for good behaviour have included weekly Behaviour Card Assembly Draws, Student of the Week Awards, Merit Badge Awards, end of term Rewards Activities. Warning & Consequence Cards keep parents informed of current student behaviour issues which can then be collaboratively addressed and positively resolved via a consistent home / school partnership approach.

Proactive measures are in place to equip students with skills & strategies in regard to dealing with potential bullying type behaviours. Both in class and whole of school discussions & roleplays provide students with an opportunity to practice & implement behaviours that will make them more confident & prepared if subjected to bullying. Our school also focuses on the important role of the bystander and the role they play in making our school a safe and happy place

An active Student Council provided opportunities for students to develop and demonstrate leadership skills. This program was extended in 2010 to include representatives from Years 3, 4 & 5 so as to expose them to the leadership role in preparation for future opportunities. This has continued to have a positive impact on student leadership development.

Regular shared learning and interactions between year levels is encouraged and formally planned to reflect the school motto "Growing Together". This is achieved in the following ways :

- \* Peer / mentor reading opportunities between upper and junior school students
- \* Organised lunch times games for P-3 students managed by student school leaders
- \* Outdoor, lunch time, whole school picnics during Winter.
- \* Christmas concerts, School Discos and Special performances.

## Our school at a glance

### 2011 School Opinion Survey data indicated Parent satisfaction levels in the following areas:

- \* That your child is happy to go to this school: 95%
- \* That your child is safe and treated fairly at this school: 97%
- \* With the variety of school activities available to your child: 95%
- \* That school staff are approachable when you want to talk about your child: 97%
- \* That the school makes you feel welcome: 97%
- \* That this is a good school: 95%

### Parent, student and teacher satisfaction with the school

Northview School has a reputation in the community and amongst families for its genuine, supportive and engaging learning opportunities for all students. Parents and community groups play a key role in the decision making and long term planning at the school with our key focus always, "What's best for our kids".

2011 Student and Parent Opinion Survey reports an increase in the levels of satisfaction from 2010 in common areas of Student Outcomes, Curriculum, School Climate and General Satisfaction.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	84%
Percentage of students satisfied that they are getting a good education at school	78%
Percentage of parents/caregivers satisfied with their child's school	95%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	58%
Percentage of staff members satisfied with morale in the school	79%

DW – Data withheld

### Additional School Opinion Survey Data from Students & Staff also indicated:

Students:

- \* 80% of students believe this is a good school
- \* 89% believe that teachers help them do their best work

Staff:

- \* 93% believe that staff at this school put a lot of energy into their work
- \* 94% believe this is a safe place to work
- \* 97% believe that they get on well with students at the school
- \* 87% believe they are treated with respect at this school

# Our school at a glance

## Involving parents in their child's education

Invitations to:

- Class performances, special events and class hosting of parade
- Recognising positive behavior via regular merit badge award presentations & ceremonies
- Classroom open days and student led Expos featuring work displays & demonstrations.
- School Camps & excursions
- Parent information evenings & training opportunities for parents to assist their children at home.
- Extra- Curricular activities that utilize specific parent occupations or skills to assist with learning experiences.
- Meet with classroom Teachers throughout the year to discuss their child's performance and future goals.
- Be involved in the school P&C to play a role in decision making, future planning and fundraising.
- Community events where children showcase their talents – Choirs, Eisteddfods, ANZAC Day, Wakakirri, Instrumental Music & Concert Band.
- School Sports Day, Sports Expo event & guest performances.

2011 Parent School Opinion Survey question indicated that 95% of parents were satisfied or very satisfied with the opportunities to discuss with teachers what their child was being taught at school.

## Reducing the school's environmental footprint

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

Considerable increases occurred when comparing utilities usage & cost from 2009 to 2011. Major construction did take place during this period when BER projects for the new Hall & resource Centre were completed. All new buildings have smart sensor light switches installed in all rooms as well as rainwater tanks connected to the new hall. Dual flush systems are also installed in all new toilet facilities.

The school was involved in the TravelSmart & EarthSmart programs in 2011 which resulted in an increased school focus on the environmental, sustainability and recycling programs available.

Council & Ergon Energy audits were requested to check school facilities in regard to vast differences from 2009 to 2011. Cleaning and water usage practices had not changed dramatically. Air-Conditioning use had been conservative and only used during peak periods of summer afternoons. Additional water saving & recycling measures will be examined in 2012.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	141,804	4,402
2010	132,640	4,100
% change 10 - 11	7%	7%

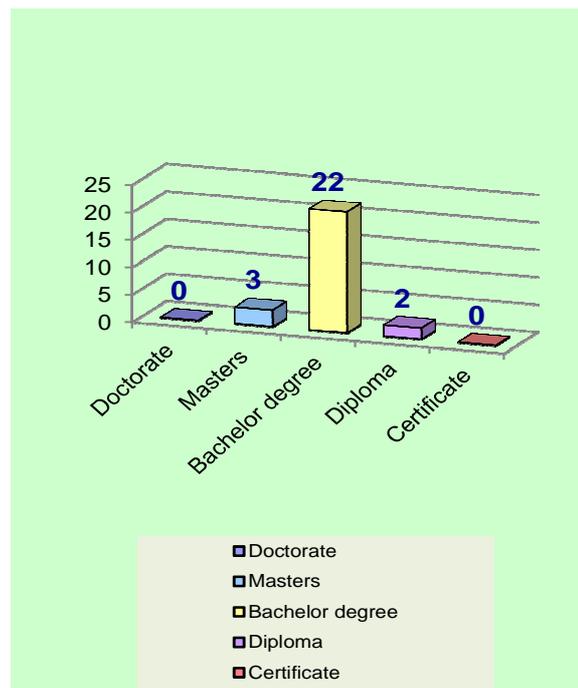
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	27	17	0
Full-time equivalents	24	11	0

## Qualifications of all teachers :

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	22
Diploma	2
Certificate	0



### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$18259.

The major professional development initiatives were as follows:

- Literacy Training for Teachers Yrs 4-7
- Primary Connections – Science
- First Steps in Writing Training
- First Aid certifications and upgrades
- Inclusive education workshops for students with disabilities.
- Qld. Health Epi-Pen training for school staff.
- Yr 2 Net training & moderation
- One School Training and implementation.
- Numeracy & Literacy Support Skills for Teacher Aides.
- Data collection and analysis for Teachers as a reflective and planning tool.
- Australian Curriculum introduction & implementation-Maths/English/Science

Staff were also involved in additional training or professional development via :

- Professional conversations conducted during Yr 2 Net as as Yr 4 & 6 QCAT moderation
- Fortnightly Staff unit meetings with a PD or skill focus
- Accessing Network meetings from specific year levels – Early & Middle Years
- Work shadowing opportunities with colleagues from within & outside of our school
- Attending district forums to update key curriculum information.
- Accessing Regional Sports accredited courses, ICT qualifications for certificate & pedagogical license, Reading & Science workshops.
- Staff expertise shared on set occasions to upskill both teachers & Teacher aides as well as parent sessions

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 96% in 2011.

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

From the end of the previous school year, 87% of staff was retained by the school for the entire 2011 school year.

## Our staff profile

### School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry 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 90%.

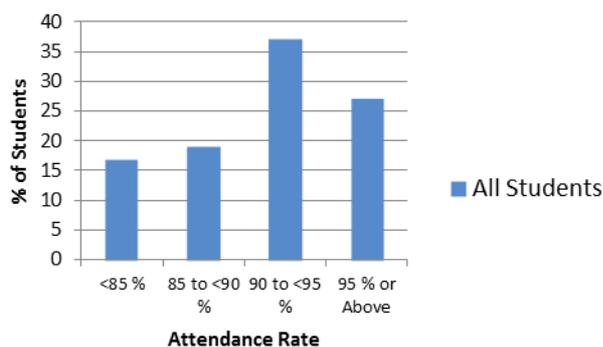
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92%	90%	91%	92%	92%	89%	90%					

### Student Attendance Distribution

The proportions of students by attendance range.



### 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.

Attendance tracking and required follow up action is performed at Northview School in the following way:

All class rolls are marked twice daily (9am and 1.45pm) to record attendance, unexplained absences or late arrival / early departure of students.

Students arriving to school late (post 9am) report to the school admin for the issuing of a late pass to present to their class teacher. This is recorded and monitored.

Unexplained absences resulting in 3 continuous missed days will result in a follow up call by admin staff to the Parents / Guardians requesting an explanation. This would be documented.

Repeated short term absences, either explained or unexplained that indicate a pattern of absenteeism and impact on student learning will also be investigated via a phone call to Parent / Guardians by admin staff.

Continuation of such attendance patterns would result in a formal warning letter sent to parents outlining Educational and legal responsibilities for children attending school (as per Education Queensland guidelines).

Persistent Non compliance could result in Police or Child Protection involvement

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

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

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

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

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

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

### Achievement – Closing the Gap

Our school continues to provide support to our identified Indigenous students through early intervention programs such as:

- Metalinguistics program
- Support- A- Reader class groups
- Before school reading programs ( Year 1)
- Targeted in class support with a numeracy / literacy focus.

Attendance is monitored daily as this group is quite small (in 2011, 17 students identified as being of indigenous background) – no persistent attendance issues arose and data collected indicated less than 1% gap in comparison with non-indigenous students.

School support was targeted to assist a wheelchair bound student access Dept. of Transport subsidies for a taxi service to and from school.

School subsidies were also used to ensure this student could access class excursions by booking wheel chair taxis if required. This was factored into all Variation to School Routine and Risk Assessment requirements.

Students identified with specific strengths, skills or talents are also offered placements in our extended learning program & extensive extra - curricular activities to foster and engage further learning.

As we only had a small cohort of Indigenous Year 3 students, we are unable to comment on the Gap between Indigenous and Non-Indigenous in regards to NAPLAN Reading, Writing and Numeracy performance.