Principal’s foreword

Introduction

Mundubbera State School offers students an opportunity to take part in continuity of education from Prep through to Year 10. Our very committed and child centered staff review practice to ensure a seamless pathway for individual students throughout these 11 years of schooling. Opportunities for a primary and secondary interchange are embedded as an ongoing process.

Our enrolment numbers ensure that students are readily identified by staff and yet curriculum offerings are broad enough to cater to individual needs. A very strong feature of this school is the very close and positive student/Teacher relationships.

We are also proud that our students are keen to have a say in the development of their School through their student council. Students are proud to be students here.

Our School maintains strong traditional values shown by the schools link to the Town Centenary last year and the planning going into the School Centenary this year. We ensure that students are also given the opportunities available to 21st century students. These include the interaction with the newest technologies to help promote creativity and interest in future technology.

Our expectations are high and are such that students should be responsible for their own actions.

We pride ourselves on a close link to our past. Students across all age groups engage in community projects and support groups. Our students regularly interact with the senior citizens, providing companionship and a show of respect while gaining from the sharing of their vast experiences.

Our Special Education Program provides support for those children with disabilities, while being integrated into mainstream classes.

This Report aims to present data regarding the School’s student and staff profile, the achievements of the School, curriculum offerings, and student achievement and perceptions about the School.

Copies of this Report are available at the School office and in the parent’s Foyer.
School progress towards its goals in 2012

Implementation of whole school Literacy Plan focusing on Reading priority areas:

- **Comprehension**
  
  *By the end of the 2012, 90% of students will achieve “C” standard and 20% will achieve an “A” standard in English KLA.*

  *Achieved 80.5% (1155) students receiving a “C” standard, 6.5% achieved “A” (90).*

- Development of school-based pedagogical framework

  *Introduction and professional development started and will be completed by December 2013.*

  *All staff will have a good base knowledge of the Fleming Model of Explicit Instruction, preparing for full implementation in 2013.*

  *Completed.*

- **Community Relationships**

  *Development of a positive culture of increased number of parents into the School, measured by parental numbers at Parent/Teacher Evenings and other school-based events.*

  *Numbers at Meet & Greet were high and baseline numbers at the Parent/Teacher Evening were collated. Parent opinion data increased significantly.*

- **Develop Expert Teaching Teams**

  *All Teachers will have a negotiated Developing Performance Plan that is a working document that drives individual and school based professional goals.*

  *Completed and documented.*

- **Improvement in Attendance through Social and Emotional Development**

  *Increased number of positive feedback opportunities, provided on OneSchool. New categories were created and tracked over the year.*

  *Students engaged in Meals on Wheels (Year 8) Junior Secondary.*

  *Average student attendance will be at least 92.3% by the end of the year. Indigenous gap will decrease and attendance will be the same as the whole school cohort.*

  *Student attendance for the year was 90.9% and the Indigenous attendance for the year was 86.1%.*

  *3.1% difference in 2011 and 4.8% in 2012 – Gap is growing.*

- **Use of ICT in curriculum delivery and communication efficiencies**

  *Outline the key areas for improvement as defined in the School Implementation Plan for 2012.*

  *Identification and utilisation of proven ICT practices implemented in the classroom.*

  *Purchase of 8 iPads for use across the School. Utilisation of an Apple certified Trainer to in-service staff, parents and students on using Apple technology better in the classroom.*

  *Purchase and in-service on (30) Keypad interactive devices and how to integrate them into classroom activities.*
Future outlook

Consistent classroom pedagogical practices including Explicit Instruction

An agreed consistent approach to ‘How’ we teach and organise all routines within the School. Key focuses for our work will be on the process, not the document.

Reading

All staff are fully aware of the ‘5 Planks of Reading’ and have implemented strategies relevant to their cohort.
The School has an agreed diagnostic tool for the measurement of Fluency.
Teachers have experienced a moderation process, internal and external to the School relevant to Reading.
Increased students in U2B, NAPLAN 2012 results - Reading
Decrease students below NMS, NAPLAN 2012 results - Reading

Writing

Agreed Writing Plan that focuses on all components that make up a “Good Writer”
Increased students in U2B, NAPLAN 2012 results - Writing
Decrease students below NMS, NAPLAN 2012 results - Writing

Numeracy

Engaged external Facilitator to support staff with Numeracy problem-solving strategies.
Agreed Numeracy Plan focusing on strategies for different year levels.
Increased students in U2B, NAPLAN 2012 results - Numeracy
Decrease students below NMS, NAPLAN 2012 results - Numeracy

Year 7 to High School Transition

All Teachers in the Secondary department will be trained in Junior Secondary signature practices and are implementing in all classes.
Completed Resilience Survey on Year 7 – 9 students and collated results for action.

Productive Partnerships with School Community Stakeholders

Link to Tongan community continues with the Liaison Officer.
Continue to utilise a variety of media mediums to get good new stories out into the community.
Our school at a glance

School Profile

Co-educational or single sex: Co-educational
Year levels offered in 2012: Prep - Year 10
Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>223</td>
<td>114</td>
<td>109</td>
<td>89%</td>
</tr>
<tr>
<td>2011</td>
<td>228</td>
<td>117</td>
<td>111</td>
<td>84%</td>
</tr>
<tr>
<td>2012</td>
<td>241</td>
<td>122</td>
<td>119</td>
<td>91%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:
The School community has been assigned a Low Socio-Economic Index Score of 969. This Index places 25% of our families in the lowest Socio-Economic quartile, 33% in the next quartile, only 24% in the second top quartile, and 18% in the top quartile. 11% of our students were indigenous, and we also had 9.5% of students of Tongan background.

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>13</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>36</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>4</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:
Mundubbera State P-10 provides quality teaching and learning programs developed locally and offers additional experiences through the School Camp program, Arts Councils, academic competitions, unique sporting opportunities and various community-based activities. The School seeks to provide a continuous and seamless program from Primary to Secondary.

The Curriculum provides opportunities for every child to achieve in the key learning areas of:

- English
- Mathematics (Non-graded Year 6 - 9 groupings)
- Science
- History
- Studies of Society and Environment (SOSE)
- German
- The Arts
- Technology
- Health and Physical Education (HPE)

Of particular note are the following:

- From Year 7, selected students are invited to participate in our Accelerated Maths Program that sees students working at a year level higher than their peers. Students in Year 10 can commence Year 11 Maths concepts supported within their Maths class.
- The Year 7 cohort fully integrated into the Secondary mode from 2011.
- We operate a strong School-based Apprenticeship and Traineeship program. This connects students with local employees and begins to specifically prepare student for their future working life.
- Year 9 and 10 students are also offered programs leading to Certificate II in Agriculture.
- Students engage in daily physical activity as part of our Smart Moves program and our traditional Lunchtime Calendar of Events. In 2012, these included Indoor Hockey, Volleyball, Table Tennis and Touch Tournaments to name just a few, making full use of the new multi-purpose Hall.
- All Year 10 students work through a comprehensive Career Development program in preparation for developing their Senior Education and Training (SET) Plans.

Extra curricula activities

*Primary students participated in:

Inter-school Athletics

Various Sports' Days, eg Soccer/Netball Carnival, District Rugby League and Australian Rules

Arts Council Presentations

Mundubbera Show Events and Displays

Community Events such as ANZAC Day Ceremony, Bats and Bulls, and Pet Show

University of NSW Competitions (Computer Studies, Science, Maths and English)

Under 8's Week Activities

Musical Gala
Our school at a glance

Carols Night
Choir Competitions
Band Tour
Active After School Activities operate three days a week from 2:40 – 4:00pm. Students engage in a variety of physical activities ranging from netball to gymnastics.
*Secondary students participate in:
Ski Trip
Arts Trip to Brisbane
Quarterly Junior Sports Days along with other Secondary students in the North Burnett Area
Camping Programs (Year 10 – Environmental Studies Camp at North Stradbroke Island, Year 7 - 8 Entry Program Camp at Bundaberg)
QAMT Maths Year 8 Competition
Maths Team Challenge
Technology Challenge involving the CO2 Racers and the Human Powered Vehicle Endurance Race
Lunchtime Sports Program (Volleyball, Table Tennis, Dodgeball, Indoor Hockey, and Handball)
Exhibiting Artworks at the Council Gallery
University of NSW Competitions (Computer Studies, Science, Maths and English)
The Band and Choir perform at local events

How Information and Communication Technologies are used to assist learning, Computer Technology is integrated in all subject areas of the curriculum:

- Students have access to 3 computer laboratories of 25 computers each. These are used for individual projects, whole class skills lessons and in accessing Certificate courses through outside Education Agencies. Smaller pods of computers are set up in Primary classrooms to ensure timely connectability as needs arise.
- The library and most classrooms now have interactive whiteboards and data projectors.
- The library now supports 10 iPads and full wireless connectivity. Portable wireless connectivity is also now available for lower Primary to utilise wireless technology in classrooms.
- Year 10 students have a take home Laptop program.
- Keypad interactive handheld devices (30) have been purchased and are utilised across the School.

Social climate

- A voice for students directly to the School Executive.
- Recreation events such as School Discos are held each Term.
- Staff from the School’s SEP support an Inclusion program throughout the School.
- Our students received valuable support services from staff from Queensland Health, Queensland Police Service, and Respite Care (Blue Care), as well as visits from the School-based Health Nurse and Guidance Officer who travel to Mundubbera School from other centres. Youth workers from two organisations support the transition of students into the next phase of their lives.
Our school at a glance

- Proactive ongoing programs dealing with bullying, puberty, sexuality, healthy lifestyles, resilience, leadership and relationship building form part of the HRE program that is mainly integrated into other curriculum areas, as well as a Pastoral Care program for all Secondary students.

- Our Positive Recognition Program promotes and recognises positive attitudes of students and includes Primary Students of the Week and Month, Secondary Mega Cards and the Principal’s Award for Excellence.

- A part time Chaplain has been advertised for at the start of 2013, at the time of printing, this position has not been filled.

- Across the 11 grade levels, half an hour a week is devoted to the social well-being program, “You Can Do It”. Personal traits of the program are discussed on parade and in class visits.

The School responds to bullying by having a very clear pathway for students to act and inform adults in the School. Any incident is recorded and discussion with both parties will follow and parents are informed. We have support structures in place to have the other adults available other than Teachers and Administrators to discuss issues with students as the need arises such as the Youth Support Officer, School-based Youth Health Nurse and Guidance Officer. Below you will see that a very high percentage of parents believe their child feels safe at school (93.3%) and behaviour is well managed (93.3%).

Parent, student and staff satisfaction with the school

In the 2012 School Opinion Survey, overall student outcome satisfaction was high. Students believing that they are getting a good education at school was 92.9%.

Parent overall satisfaction was high in 2012. The percentage of parents satisfied that their child is getting a good education was 100%.

Staff overall satisfaction with the staff morale in the School was 95% in 2012.

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers who agree that:</td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>93.3%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>86.7%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>92.9%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>93.3%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
### Our school at a glance

- This school works with them to support their child's learning*: 100.0%
- This school takes parents' opinions seriously*: 100.0%
- Student behaviour is well managed at this school*: 93.3%
- This school looks for ways to improve*: 100.0%
- This school is well maintained*: 93.3%

### 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>92.9%</td>
</tr>
<tr>
<td>They like being at their school*</td>
<td>89.4%</td>
</tr>
<tr>
<td>They feel safe at their school*</td>
<td>90.7%</td>
</tr>
<tr>
<td>Their teachers motivate them to learn*</td>
<td>93.0%</td>
</tr>
<tr>
<td>Their teachers expect them to do their best*</td>
<td>96.5%</td>
</tr>
<tr>
<td>Their teachers provide them with useful feedback about their school work*</td>
<td>96.5%</td>
</tr>
<tr>
<td>Teachers treat students fairly at their school*</td>
<td>77.9%</td>
</tr>
<tr>
<td>They can talk to their teachers about their concerns*</td>
<td>78.8%</td>
</tr>
<tr>
<td>Their school takes students' opinions seriously*</td>
<td>83.7%</td>
</tr>
<tr>
<td>Student behaviour is well managed at their school*</td>
<td>69.4%</td>
</tr>
<tr>
<td>Their school looks for ways to improve*</td>
<td>94.2%</td>
</tr>
<tr>
<td>Their school is well maintained*</td>
<td>92.9%</td>
</tr>
<tr>
<td>Their school gives them opportunities to do interesting things*</td>
<td>96.5%</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>80.0%</td>
</tr>
<tr>
<td>With the individual staff morale items</td>
<td>95.0%</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 receive formal reports on their child’s progress three times a year – an Interim Report at the end of Term 1, and End of Semester Reports at the end of Terms 2 and 4. Parent/Teacher Interviews are offered following each of these reporting periods.

There is a Volunteer program to support our Literacy and Numeracy programs involving parents and other community members.

The School has an active Parents and Citizens’ Association (P&C) that supports the School with fundraising through a bi-annual Fete and Variety Night. It also runs the Tuckshop one day a week. A member of the P&C is part of the School Budget Committee and Grounds Committee.

The activities at the School are outlined in a Weekly Newsletter to parents.

Parents are welcome visitors to the School, especially during events such as Sporting Carnivals, Performances and Assemblies.

Information Evenings on various topics occur during the year.

Parents are vitally involved in the development of the Year 10 students’ Senior Education & Training Plans.

A School Facebook site has been commissioned and passes messages weekly into our local community.

Reducing the school’s environmental footprint

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

During 2012, an Air-conditioner Usage Policy was reinforced and a Student Council “E Day” publicised energy-saving methods.

Recycling of Garbage was promoted throughout the school.

Paper and printer usage was monitored and cutback policies were developed.

A second solar panel grant was applied for and received. Solar power is being fed back into the grid.

The School purchased a chipper to keep all green waste onsite for composting.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>119,796</td>
<td>3,409</td>
</tr>
<tr>
<td>2010-2011</td>
<td>108,825</td>
<td>1,106</td>
</tr>
<tr>
<td>2011-2012</td>
<td>119,905</td>
<td>1,304</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>27</td>
<td>24</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>24.3</td>
<td>12</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<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>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>25</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on Teacher professional development in 2012 was $25,648.

The major professional development initiatives are as follows:

* Reading – Kay Rankin and Anita Reinks
* Active Comprehension Strategies – De Rackeman and Con Van Elst
* Explicit Instruction – Various opportunities
* Data Analysis – Peter Townsend
* You Can Do It – External Provider
* Principal Development re Coaching – Fierce Conversations, QELI Coaching, QASSP Conference, Regional Conference, North Burnett Education Conference
* Subject specific KLA Training for Secondaries
* Disability Awareness and iPad Training

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

### Average staff attendance

<table>
<thead>
<tr>
<th></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>96.3%</td>
<td>96.2%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

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

From the end of the previous School year, 79.8% 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.

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

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

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage)</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland State Primary-Secondary Combined Schools was 89%.

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

<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>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>91%</td>
<td>93%</td>
<td>92%</td>
<td>89%</td>
<td>90%</td>
<td>93%</td>
<td>93%</td>
<td>89%</td>
<td>93%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>88%</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>85%</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>90%</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>94%</td>
<td>92%</td>
<td>80%</td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance: 0% to <85% 85% to <90% 90% to <95% 95% to 100%

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0% to &lt;85%</td>
<td>16</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>85% to &lt;90%</td>
<td>15</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>90% to &lt;95%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>95% to 100%</td>
<td>37</td>
<td>28</td>
<td>38</td>
</tr>
</tbody>
</table>

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.

All students are expected to attend all timetabled classes each day.

- Explanations are required for all absences. Parents should provide these unless the student is 18 and/or living independently. Notes showing the student’s name and class and the date of and the reason for absence should be given to the class or roll teacher. In the case of phone calls, details are entered on a slip, which then becomes an absentee note. The absence is entered as an explained absence.
- The OneSchool roll shows whether or not notes have been received. Notes are filed for reference.
- Class Teachers or roll teachers remind students of the need to provide an explanation for all absences and the procedures to be used. The electronic roll is marked twice a day, once at 8:50 am and the second after lunch break at 1:50 pm by the Class or Form Teacher.
- After three (3) days of absence without notification, the Teacher should alert the office to contact parents to ascertain the student’s whereabouts.
- When a student accrues three (3) unexplained absences in a Term, a letter will be sent to parents signed...
Performance of our students

by the Principal.

• There is a three stage process following this step to encourage attendance.

Proactive Strategies – Monthly graphical representation on school attendance on the staff notice board and discussion had at a Management Meeting.

Daily discussion with Secondary students when 100% attendance is identified.

Weekly acknowledgement of highest attending Primary classes on parade.

Term Certificates for students attaining 100% and MEGA cards.

Individual letters sent home to identify where each child sits on the attendance continuum.

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.

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.
Performance of our students

Achievement – Closing the Gap

In 2012, there were 24 indigenous students in 11 year levels. Attendance for the majority of indigenous students was comparable with that of non-indigenous students. There was a 5.4% difference.

Year 2 and 7 had significant differences in the attendance rate.

Our two Learning Area goal areas are 20% achieving A’s and 90% cohort achieving a C or higher. In attainment, indigenous achievement in these two areas was 2.4% A’s and 63% achieving a C or higher.

There was a 4.1% difference to the whole school in A’s, and 17% difference in students passing.

<table>
<thead>
<tr>
<th>Vocational Educational Training qualification (VET)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded certificates under the Australian Qualification Framework (AQF).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2012</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

As at 2 May 2013. The above values exclude VISA students.

Students complete Certificate II in Agriculture Studies that is studied over year 9 and year 10. One student received this qualification in 2012.

Early leavers information

The destinations of young people who left the school in Year 10

Following the completion of Year 10, the students in 2012 continued the senior phase of learning in a productive setting. 60% went onto senior schooling in another setting and 15% are completing School-based Apprenticeships, 15% are working and 10% are not working.