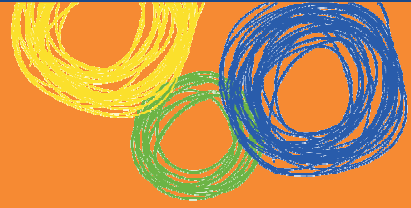


Urangan Point State School (1536)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Urangan Point is a Band 8 school located at the tourist end of Hervey Bay. Urangan Point is a primary school providing quality education for all students from Prep through to Grade 7. Our school serves a diverse community which is made up of families who have made educated choices to transport their children to school, families who reside in a range of living situations; and families from various cultural and religious backgrounds. Our school draws its enrolments predominantly from the local area; however, there are children who travel from Booral, River Heads, Torquay, Pialba, Dundowran and Toogoom.

At Urangan Point State School we:

- Encourage our children to strive to be active citizens in a learning community;
- Aim to provide quality education in a safe, tolerant and disciplined environment, where everyone is encouraged to take responsibility for their own behaviour;
- Prepare our students for an active role in our democratic society. There is a strong focus on high expectations, equity, inclusiveness and the building of social responsibility.

We have a cohesive community where we work together to achieve the best for the children. We celebrate success, recognise that different people learn in different ways and we strive to provide an environment which nurtures this belief. We endeavour to build relationships with all students and their families, so that we can maximise the child's learning outcomes.

We value:

- ✓ Respect;
- ✓ Responsibility;
- ✓ Honesty;
- ✓ Tolerance;
- ✓ Courtesy;
- ✓ Peace and caring;
- ✓ Effort and learning.

We believe:

- ✓ Every child is unique and deserves the right to be treated with respect, understanding and courtesy;
- ✓ That children are individuals and each should be provided the opportunity to reach their full potential;
- ✓ By fostering relationships through open communication within the community we work as partners to provide quality education;

All students have the right to be educated in a safe and nurturing environment.

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School progress towards its goals in 2012

At Urangan Point State School, we have 6 Strategic School Priorities. Listed below are the Directions, Goals and Strategies we implemented in 2012;

Literacy and Numeracy Improvement – Through a range of projects which aim to provide consistency in teaching delivery, additional support personnel, reduction in bottom two bands and increase in upper two bands across all year levels (NAPLAN).

1. Implementation of C2C Units for Prep-Grade 7 in Literacy, Numeracy and Science.
2. Employment of extra Learning Support teacher for Grades 4-7, extra teacher for Grade 1 and Teacher Aides to cover Literacy and Numeracy sessions for Prep and Grades 2-4.
3. Support Professional Development activities designed to improve Literacy outcomes for all students (2012 focus is explicitly writing).
4. Providing priority time allocations to English, Mathematics and Science.
5. Enhance and elaborate the current improvement agenda by including clear targets and accompanying timelines for action by staff.
6. Embedding of whole school focus strategies (and assessment tools) aimed at improving NAPLAN achievement – emphasis on improving Upper 2 Band results and increasing National Minimum Standards to 100%.
7. Continue Collegial Meetings with all teaching staff (0.5hr per week x 3 staff members) with discussions including; C2C Assessments, Class Data Stories, NAPLAN results and planning and DPF.
8. Provide opportunities for staff to engage in professional dialogue with their peers about data and planning (ie. each term all year levels will spend 0.5 of a day with the year level above and beneath them).
9. Engage Specialist staff from Turnaround Team to drive Improvement Agenda; particularly around the use of data to inform reporting and modifications of planning.
10. Embedding of Oral Language Program (Letterland) as the foundation for Reading and Writing (Prep-Grade 2 in 2012).
11. Resource all Literacy and Numeracy sectors to effect immediate and sustainable results eg. Purchase Phonetics Program for P-3, more Guided Readers and more Interactive Whiteboards (1 per class teacher in 2012). And ICT Skills.
12. Investigate a Gifted and Talented Policy and implement into school structures.
13. Formalisation of School Specific Targets for Reading, Spelling, Maths, Science
14. Improved Learning outcomes for all students by continuing to address the guiding principles of the *Inclusive Education Statement*.
15. Embedding of the *Education Adjustment Program* by identifying the Learning Adjustment needs of students with disabilities both in the ECDP and SEP sectors.
16. Support children and young people in care of the State through the development of Educational Support Plans with a Literacy and Numeracy focus.
17. Develop working relationships with Urangan State High School, CSIRO and USQ to provide support in implementing C2C Science Units.

Closing The Gap – Introduction of Individual Learning Plans for all ATSI students, enhancement of links to Indigenous Community Groups and improve capacity of Indigenous staff to provide cultural and academic support for our whole school community.

1. Close the educational gap for all Indigenous students and develop a culture of high expectation for these students.
2. Develop, revise and review Individual Learning plans for all Indigenous students.
3. Implement the *Embedding Aboriginal and Torres Strait Islander Perspectives in Schools* through regular in-service and networking opportunities.
4. Increase existing Indigenous Education Worker employment to facilitate liaison opportunities with families and cultural bodies.

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5. Continue to facilitate Yurangan Indigenous Playgroup one day a week.
6. Further enhance community links with Wide Bay Women's Health, North Coast ISSU, PaCE Management Committee (Hervey Bay), Wide Bay GP Links to ensure all Indigenous programs continue.
7. Embed Yurangan Cultural Learning Program (EQ Lighthouse Grant funded) which fosters community relationships (particularly Local Elders) through Art, Dance, Music and Drama activities.
8. All Staff will complete Module 3 of the Crossing Cultures package.
9. The Aboriginal and Torres Strait Islander working party will meet once per term (two of these meetings in 2012 will include ATSI Community members).

Recognition of 2012 Key Dates:

National Apology: February 13th.

National Sorry Day: May 26th.

Reconciliation Week: May 27th – June 3rd.

NAIDOC Week: July 1st-8th. Display in Library on July 9th-13th.

National Aboriginal and Islander Children's Day: August 4th.

The International Day of the World's Indigenous People: August 9th.

Improve Social Emotional Learning of Students – Extension of Chaplaincy Program, implementation of the 'You Can Do It' program, revise and update Responsible Behaviour Plan and enhancement of Merit Card System (Positive Reward Scheme).

1. Revise and redesign the *Responsible Behaviour Plan and Code of School Behaviour*.
2. Full utilisation of the resources from the *National Safe Schools Framework*.
3. Employ teacher to act in Student Welfare role; with specific targets on reducing SDA's and behaviour referrals, increasing positive play options in playground, developing whole school behaviour plan and mentor Student Leadership Team.
4. Develop closer relationships with Positive Learning Centre and Behaviour Team staff to utilise their expertise and provide Professional Development opportunities for staff on best practice and referral processes.
5. Enhance the Positive Reward Program across all year levels and increase communication of program to parents and staff (individual pupil results).
6. Student Leadership Team activities (ie. care and support to the school environment and wider community) enhanced through interaction with mentor teacher and opportunities to develop their skills.
7. Investigate 'You Can Do It' program.
8. Continue access to Bay Connect programs for students who have students who have a history with domestic and physical abuse.
9. Seek funding, organise and implement a Grades 5-7 Boys Camp and Grades 5-7 Girls Activities Days (Term1, 2012).
10. Redesign Chaplaincy job description to include provision to support all the above initiatives.

Improve Family and Community Engagement and School Image – Provision of community programs to access educational facilities and programs, marketing and explore strategies to promote parental involvement in assisting student learning/behaviour.

1. Investigate and implement a whole school approach to Individual Student Work Portfolios (Prep-Grade 2 in 2012), with the Principal and HOC setting the agenda for included materials.
2. Investigate and implement a whole school approach for parent reporting which involves the teacher, student and parent engaging in conversation about student progress in Terms 1&3 with formal reports sent home in Terms 2&4.
3. Promote open, transparent and regular communication between school and home including posting all notes on the school website.
4. Parent workshops to be held each term to cover key strategic areas eg. National Curriculum, Transition to Secondary Schooling, Social Emotional Learning and National Partnership Initiatives.
5. Survey parents in relation to school successes, concerns and ideas for future improvements.
6. School Admin Team to actively promote school/community strengths, achievements and events

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across all media sources.

7. Provision of resources to further enhance the Annual Celebration Night.
8. Develop and implement a new Homework Policy that engages the whole family in learning and has direct linkage to school-based initiatives.

Staff Wellbeing – Improve staff performance, resilience and morale by significantly increasing support structures and celebrate/reward staff excellence and achievements.

1. Facilitate CCT time to allow for Collegial meetings with staff, HOC and Principal to develop and revise Developing Performance Framework.
2. Implement mentoring and coaching structures to enable staff to share best practice teaching (ie. a flexible timetable where opportunities are available for staff to engage in this process).
3. Actively promote social opportunities for staff, in and out of school, to engage in team building activities.
4. Revise and redesign Staff Induction Program to include greater emphasis on National Partnerships agenda and collegial interaction.
5. Survey staff in relation to school successes, concerns and ideas for future improvements.

Improve Student Attendance – Enhancement of parent/teacher connections, electronic tracking and rapid responses to inconsistent attendance and provide incentives to attend school.

1. Utilise A02 allocation to establish succinct processes in identifying and managing consistent absenteeism (ie. rolls collected twice daily and phone class home after two consecutive days absent).
2. Increase Chaplaincy employment to establish positive relationships with 'at risk' parents in effort to reduce chronic absenteeism through proactive measures; including home visits and incentives.
3. Utilise Indigenous Education Worker time to liaise with Aboriginal and Torres Strait Islander families.

Future outlook

2013 PRIORITIES:

1. Improve performance of all students in Literacy, Numeracy and Science through targeted initiatives.
2. Continue to ensure consistent, high quality teaching and learning through implementation of C2C (National Curriculum).
3. Foster strong students, strong results and strong futures for Indigenous children, designed to *Close the Gap* in educational outcomes.
4. Embedding of Whole School Assessment Tracking Tool and Target Schedule.
5. Enhance the Positive Reward System.
6. Maintain ICT access of ICTs to 1:4.
7. Enhancement of Student Welfare Program.
8. Maintain increased Teacher and Teacher Aide support and resources to students (National Partnership Low SES Agreement).
9. Getting Ready for Secondary School
10. Develop and enact a pedagogical framework based on ASOT.
11. Implement the Developing Performance Framework for all staff.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	301	158	143	87%
2011	299	167	132	86%
2012	335	177	158	86%

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

Characteristics of the student body:

The school has higher ratio of female students, particularly in the Prep - Grade 3 area but the Grade 4-7 students are almost 1:1. There are over 130 students in the school that receive some level of support (ESL, Intervention or Extension). Within the school populations we have 13% Indigenous students, 7% Special Needs Students and 1% of students are Children in Care of the State. Our community fall primarily in the Low Socio-economic class, with a multicultural component (Thailand, Philippines and Spain) and approximately 25% of families being single parent in nature. Additionally, the school has a high transient rate in our enrolments with over 25% of our students leaving in the period of a school year.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	23	15
Year 4 – Year 10	24	27	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	58	76	38
Long Suspensions - 6 to 20 days	7	5	4
Exclusions	1	1	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

- ICI's – Intercultural Investigations (China) for Grade 5 & LOTE (Mandarin Chinese) for Grades 6&7
- Year 4 – 7 Interschool Sport
- Lunch Time activities – Supervised Sport, skipping, dance, games, drawing
- Instrumental Music – Strings & Percussion Programs
- Chaplaincy Service
- Prep to Year 5 Learn to Swim
- Year 6 and 7 Recreational Swimming
- EATSIPS Support Teacher
- Indigenous Education Programs – Male and Female Mentoring
- Year 6 and 7 Robotics Programs
- Support and Extension Programs
- Caring Crusaders Group (Environmental Protection)
- Support and Extension Programs
- Whole School Positive Rewards System (Merit Cards)

Extra curricula activities

- ANZAC and Remembrance Day Celebrations
- Arts Council
- School Discos
- Under 8's Day
- Rewards Days
- Choir
- Student Council
- Games Room
- Healthy Lives, Deadly Gundhus after school program
- Afterschool Sport Programs
- School Camps and Excursions

How Information and Communication Technologies are used to assist learning

ICT's are integrated across all curriculum areas by both students and staff, in particular in the areas of literacy and numeracy. Urangan Point has a dedicated ICT room which houses 30 computers, an interactive whiteboard and space for students to explore ICT opportunities. Every classroom has an interactive whiteboard and at least 4 computers for use by students to assist their learning. Our library also offers 2 interactive whiteboards to give greater access for staff and students when needed. Teaching staff make use of their C4T laptops to assist them to plan for, implement and assess student learning. Students and staff utilize a range of computer based programs and internet options to enhance learning. Staff members are working towards having their ICT skills recognized through attaining their

Our school at a glance

ICT certificate or pedagogical licence. Urangan Point also has a pod of 8 IPADS which are used by staff and students to provide greater pathways for students to access new learning or reinforce skills and concepts. Our school is well supported in the area of ICT hardware by an active and enthusiastic P&C.

Social climate

A whole-school supportive environment monitored by the Principal and the Support Teacher Learning Difficulties through a special needs team, supports children's social, emotional and academic needs.

The team includes – Principal, Support Teacher Learning Difficulties, Student Welfare Teacher, Guidance Officer, Classroom teachers, AVT and Special Education Teachers, Behaviour Management Staff, School Chaplain, Indigenous Education Officers and teacher aides. This group works in liaison with other agencies where necessary.

In 2012, the following responses were received from the School Opinion Surveys:

- 97% of parents and 84% of students were satisfied that this was a good school.
- 91% of parents and 74% of students were satisfied with the behaviour at this school.
- 97% of parents and 89% of students were satisfied with safety at school
- 94% of parents and 80% of students were satisfied that students are treated fairly at this school.
- 97% of parents and 83% of students were satisfied that students were happy to go to this school
- 94% of parents and 82% of students were satisfied with the learning opportunities/activities provided for students
- 100% of parents were satisfied that staff are approachable to talk about their child
- 100% of parents were satisfied that the school makes them feel welcome
- 100% of parents were satisfied with the opportunity to participate in the life of the school

As a school community we have invested time into forming strong community relationships. Our parent community is aware of school decisions, can discuss future directions and have an input into the teaching and learning process. Our children can then develop skills for lifelong learning to enable them to contribute to society as a whole.

Parent, student and staff satisfaction with the school

The 2012 School Opinion Surveys for parents, students and staff demonstrate that they have an increasing satisfaction with the school across nearly all areas (Staff Average 95.3%, Student Average 82.7% and Parents Average 96.6%). The staff responses indicate that there is a happy, committed and innovative workforce dedicated to providing quality teaching and learning for all of their students. The staff responses indicate that the school has room for improvement in this area.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	97.1%
their child likes being at this school*	97.1%
their child feels safe at this school*	97.1%
their child's learning needs are being met at this school*	94.1%

Our school at a glance

their child is making good progress at this school*	94.1%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	97.1%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	94.1%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	97.0%
this school takes parents' opinions seriously*	91.2%
student behaviour is well managed at this school*	90.6%
this school looks for ways to improve*	97.1%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	80.0%
they like being at their school*	82.6%
they feel safe at their school*	88.9%
their teachers motivate them to learn*	82.2%
their teachers expect them to do their best*	93.2%
their teachers provide them with useful feedback about their school work*	86.7%
teachers treat students fairly at their school*	79.5%
they can talk to their teachers about their concerns*	68.9%
their school takes students' opinions seriously*	78.6%
student behaviour is well managed at their school*	73.9%
their school looks for ways to improve*	88.9%
their school is well maintained*	91.1%
their school gives them opportunities to do interesting things*	81.8%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
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Our school at a glance

that they have good access to quality professional development	96.2%
with the individual staff morale items	94.3%

* 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 and other community members are encouraged to become involved at Urangan Point State School by:

- Embracing the schools Open Door Policy—parents are always welcome;
- Active P&C including a Parent Helper Group;
- Volunteer work in the school Tuckshop;
- Class meetings at the beginning of each school year;
- Parent training opportunities;
- Involvement in Literacy Blocks and morning reading activities;
- Support in library resourcing;
- Invitations to classroom activities such as culminating activities at the end of units;
- Grade 7 Graduation;
- Local Chaplaincy Committee;
- Excursions and Camps;
- Track and Field and Swimming Carnivals; and Student Parades.

Reducing the school's environmental footprint

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

Our school has installed solar panels to assist in reducing electricity costs and becoming more environmentally friendly. The number of panels installed will increase in 2012. Staff and students are encouraged to turn off lights and fans when they are not required, as well as ensuring that they turn off taps properly and don't waste water. A rubbish sorting program is in place to separate lunch-time food scraps, recycling materials and waste. Every classroom recycles paper and assists in sorting rubbish into recycling and non-recycling bins. The school's "Caring Crusaders" group rewards classes who are being environmentally friendly. Upper school students have also instigated a Worm Farm and compost heap which will be utilized to fertilize the schools gardens. Each week, the Caring Crusaders acknowledge the schools efforts on parade and promote further initiatives within the school community on sustainability and and environmentally friendly topics.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	73,526	2,294
2010-2011	73,395	1,066
2011-2012	76,988	1,021

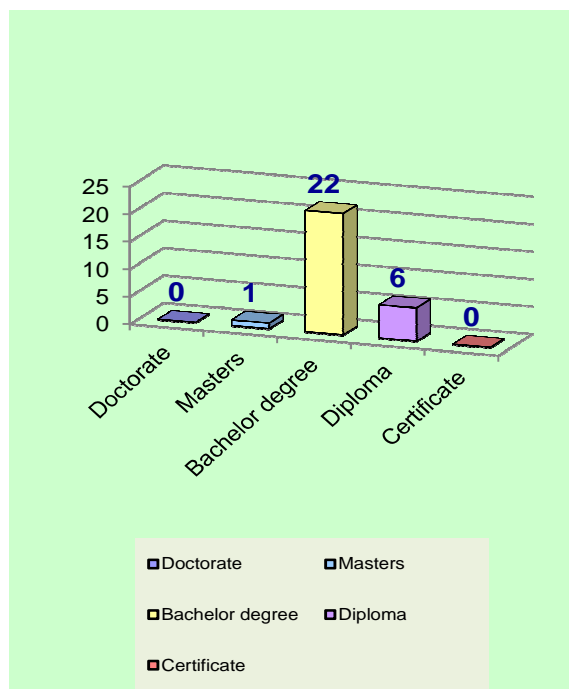
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	29	23	<5
Full-time equivalents	24.7	15.4	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	22
Diploma	6
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$41,700.

The major professional development initiatives are as follows:

- Code of Conduct, Student Protection Policy, Diabetes Awareness, Anaphylaxis and Epipen Training;
- Guided Reading, Shared Reading and quality Literacy Teaching Practices – with Pat Edgar Consultant (Deb Tyson);
- ICT mentoring and training;

Our staff profile

- QCAR framework and curriculum developments and Australian Curriculum (History);
- Embedding Indigenous Perspectives;
- Senior First Aid and Resuscitation;
- National Curriculum (Literacy, Numeracy and Science) and C2C Units ; and
- Spelling and school curriculum program development.

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

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	93.7%	95.2%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91.9% 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/>.

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

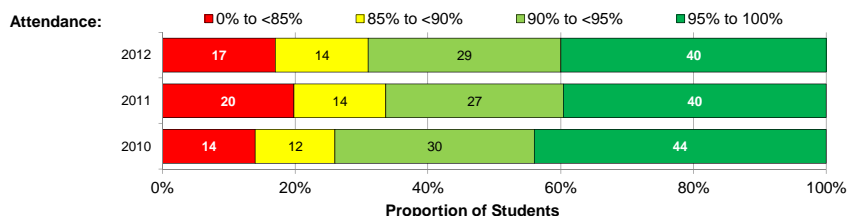
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	92%	95%	91%	91%	94%	89%	90%	N/A	N/A	N/A	N/A	N/A
2011	93%	92%	94%	82%	89%	90%	91%	N/A	N/A	N/A	N/A	N/A
2012	91%	92%	93%	92%	94%	87%	91%	N/A	N/A	N/A	N/A	N/A

DW = Data withheld to ensure confidentiality.

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.

Class rolls are marked twice a day by the classroom teacher and the class rolls sent to the office each afternoon. All student absences are reviewed daily (by the Administration Team) and entered onto the school database. When a student has been absent for 3 consecutive days, parental contact is made to discuss the absences. If a student has been absent for longer than 10 consecutive days without reason, then the school implements procedures outlined in the 'Enforcement of Compulsory Schooling and Compulsory Participation' policy.

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/>.

Performance of our students

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

Search by suburb, town or postcode

Sector Government
 Non-government

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

“Every day, in every classroom, every student is learning and achieving” the priority for all Indigenous students as stated in Indigenous Education Strategic Directions 2008-2011.

As part of this strategy at Urangan Point State School, we have strengthened our relationship with Women's Health and an indigenous Education Worker on staff (who is also a member of our Indigenous community) and the EATSIPS support group, in focussing on cultural identity, awareness and friendships. The aim is to provide a safe and supportive environment in which to establish positive relationships with significant role models for all Indigenous students in P-7. It is planned that this will be achieved through the Healthy Eating

Performance of our students

Days (each Thursday) where the P-7 students are provided with a healthy lunch and provision of shirt, hat and travel bag to each Indigenous student. This has developed a sense of community and pride among the Indigenous students. We have also established an Indigenous Centre within the school where students can have access to an Indigenous member of staff during lunch breaks (and a place they can identify as their own). We currently have 13% of our student population as identified Indigenous from enrolment information (based on 2012 figures).

With this number of students it is possible to identify their strengths/weaknesses and set individual targets for improvement and in order to 'close the gap'.

Support strategies, current and proposed, include:

- Teacher Aide support, funded by ITAS in 2009 and Closing the Gap in 2010-2012, for students to focus on Literacy and Numeracy Prep-Year 7. This involves the teacher aide working in conjunction with the classroom teachers to identify areas where further intensive teaching is needed to consolidate learning and develop deep understanding for each student.
- Literacy support in addition to that provided by the class teacher for our Indigenous students will be provided through the Intensive Teaching program (Years 3/5) in 2011, the Upper Primary Literacy Grant (Years 6/7 until June 2011), and the Support Teachers : Literacy and Numeracy (STLaN).

Based on NAPLAN 2008 data, and with the objective of Closing the Gap by 75% in Year 3 Reading and Numeracy from 2008 to 2012, the following targets for improvement have been identified.

(National Mean – School Mean = x. (75% of x) divided by 4 (yrs) = target no. of points for improvement each year 2008 -2012.)

	National Mean	School Mean	Target				
Year	2008	2008	2009	2010	2011	2012	2013
Reading	401	338	349 398 (Actual)	360 404 (Actual)	371 371 (Actual)	383 375 (Actual)	390
Numeracy	397	359	366 360 (Actual)	373 353 (Actual)	380 314 (Actual)	387 352 (Actual)	390