

Pullenvale State School

Queensland State School Reporting

2013 School Annual Report



Pullenvale State School

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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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Principal's foreword

Introduction

I am once again delighted to present this School Annual Report for Pullenvale State School. 2013 was another landmark year for our school with massive gains and improvements across all areas of the school.

Following on from the success of 2012 NAPLAN Testing results, we were thrilled to once again deliver student results above the National Average in relation to Mean Scale Scores in 14 out of 15 areas.

School operations have continued to develop and provide a world class learning environment. The work of the School Planning Group in assisting with the strategic direction of the school has meant we have aligned the vision and values of our community to the decision making of the school administration team. Our built environment is in outstanding shape and beautification programs over the last few years have helped in creating an even more inviting environment in which to learn and play.

Our focus on extra curricula activities has been incredibly well received and supported by the student and parent bodies whilst the resourcing of ICT devices has been enhanced thanks to the generous support of the school Parents and Citizens Association.

School enrollments have continued to grow and the transition of Year 7 to high school at the end of 2014 will result in very little loss of staffing based on student enrolment figures. Once again the School Enrolment Management Plan has been reviewed and the school remains enrolment managed.

I wish to thank and congratulate the staff, students and parents of Pullenvale State School, we are all Proud to be Pullenvale – and it shows!

Evan Willis - Principal

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School progress towards its goals in 2013

Please refer to the following key priorities and associated strategies for 2013. Comment on the status of these priorities has been made.

<p>Priority: Whole of school implementation of the Australia Curriculum.</p>	<p>In 2013 the National Curriculum was fully implemented as per National requirements. Pullenvale SS utilised Curriculum into the Classroom (C2C) resources as provided by Education Queensland with some adjustments made to accommodate the individual learning needs of cohorts and individual students.</p> <p>The Pullenvale State School Assessment Schedule and Benchmark Guidelines were released, implemented and reviewed for republishing in 2014.</p>
<p>Strategies: Creation of a seamless whole of school curriculum based around the set curriculum.</p> <p>Develop whole school curriculum, assessment and reporting plan.</p>	
<p>Priority: Implement whole school pedagogical practice.</p>	<p>The effective teaching framework was created and teachers were able to compare themselves to the standards set within this framework via the use of the teacher created PSS Effective Teaching and Learning Rubrics for self and peer assessment.</p> <p>The Pullenvale State School Assessment Schedule and Benchmark Guidelines were released, implemented and reviewed for republishing in 2014.</p> <p>Daily 5 is listed within the PSS ET&L Frameworks under best practice. Teachers are implementing this program across the school at various levels of consistency and pedagogical practice.</p>
<p>Strategies: Focus on high quality teaching practices via the creation and implementation of the PSS, Effective Teaching Framework.</p> <p>Implement a whole school assessment and data collection programme.</p> <p>Embed the Daily 5 Literacy Program across the whole school.</p>	
<p>Priority: Using data to inform teaching practice.</p>	<p>All staff were trained and ultimately engaged with the process of entering school required data into the One School system.</p> <p>Despite some issues in not being able to retrieve data from One school for the Dash Board feature, this data was utilised none the less through school generated data collection points and processes. In May 2014 the school was advised that the One School system had made modifications making some of the data available through the intended One School Dashboard function.</p> <p>Front end assessment is a common practice used throughout the school were assessment and associated data assists teachers in preparing the next sequence of teaching and learning experiences.</p>
<p>Strategies: Embedding the use of One School as the key collection point and analysis tool for all student data.</p> <p>Data collected is to be reviewed and used in the formation of individual, class and cohort based goals and individualised target setting.</p> <p>Embedding the whole of school assessment schedule in the teaching and learning cycle.</p>	
<p>Priority: Develop instructional leadership with a focus on workforce performance.</p>	<p>All teaching staff developed a Personal Development Plan in consultation with the school Principal focussing on both personalised and school and/or systemic priorities.</p> <p>Principal and Deputy Principals observed, modelled and shared pedagogical practice via in class observations and demonstrations, and facilitated professional development workshops (Cafes).</p> <p>Administration and Teaching Staff facilitated after school 'optional' professional development Cafes focussing on school priorities.</p> <p>Collegially shared pedagogical framework and staff generated performance criteria utilised as a self-reflection tool for all staff.</p>
<p>Strategies: Monitor teaching practice with a focus on student improvement.</p> <p>Develop instructional leadership skills.</p> <p>Use the Developing Performance Framework as a tool to align teacher capability development with school priorities.</p> <p>Collegial sharing – fostering a range of collaborative teaching practices based around collegial and principal walk throughs, learning circles, collegial observations, networking and targeted professional development opportunities.</p>	

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<p>Priority: Clarification of roles and working relationships between school and key community committees.</p> <p>Strategies: Plan for the retention, attainment and transition of students.</p> <p>Develop productive partnerships with students, staff, parents to ensure strategic alignment of priorities and resource allocation.</p> <p>Build professional relationships with staff and professional colleagues.</p> <p>Review responsible behaviour plan.</p> <p>Develop Asset Replacement Plan.</p> <p>Develop Facilities Maintenance Plan.</p> <p>Review and revise Emergency Management Plan</p>	<p>In response to community feedback the school undertook the facilitation of an increased number of extra curricula activities for students. These were incredibly well received with maximum numbers of student participation.</p> <p>The School Management Group was reviewed and recreated to form a School Planning Group tasked with assisting the school in aligning the strategic direction of the school with systemic, school, staff, student and community priorities.</p> <p>Negotiation between Principal and local schools resulted in the introduction of the Cluster Alliance program involving four local schools. In January 2014 this group commenced shared professional development and moderation activities and events.</p> <p>During 2013 the school was identified for a Behaviour Audit. The decision was made to roll over the review of the Responsible Behaviour Plan until such time as the recommendations for the behaviour audit were received. The Responsible Behaviour Plan is to be reviewed in 2014 with high levels of community consultation a recommendation of the 2013 audit.</p> <p>Asset replacement plan has been created with a focus on the acquisition of ICT devices including laptops.</p> <p>The school managed the completion of all facilities tasks listed under our Maintenance Assessment Report using funds received under the Advancing Our School's Maintenance program.</p> <p>School worked with local fire authorities to review our school Emergency Management Plan with recommendations enacted for future drills and evacuations.</p>
<p>Priority: Improve School Performance</p> <p>Strategies: Implement actions to improve reading including the Daily 5 / CAFÉ approach and a focus on data analysis to inform teaching and learning.</p> <p>Implement actions to improve numeracy, including: Ongoing implementation and provision of First steps and associated training, Early years master class for Numeracy, Explicit Instruction (Fleming) approach to the teaching of Numeracy.</p> <p>Implement actions to improve writing, including: Daily 5, revised and fully implemented whole of school spelling program and utilisation of data to inform T&L.</p> <p>Implement actions to improve science including, revision of whole of school 'Teaching of Science' program and targeted funding coordinated by school curriculum committee.</p>	<p>The use of strategies including Daily 5 and CAFÉ were entered into the School Pedagogical Framework with explicit instructions of how to achieve best practice in classrooms. The placement of key student data into school recording documents and the One School framework allowed for greater manipulation and presentation of data to assist teachers in creating individual learning goals for all students.</p> <p>An initial group of identified and self nominated teachers undertook training in First Steps Number. The recommendation out of this process is that in 2014 all staff undertakes First Steps (Number) training.</p> <p>Whole of school spelling program created an enacted across the school.</p> <p>2013 saw the introduction of a student centred science club to facilitate extra curricula opportunities in this area. Identified staff member coordinated and facilitated these sessions with large numbers of students engaged with the program. Sadly not all student requests to participate could be accommodated and the program will expand in 2014. C2C Science lessons have been adopted and a Science committee created to assist in the dissemination of science related professional development and collegial sharing.</p>

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<p>Priority: School Priority - Increase whole of school NAPLAN Spelling results.</p>	<p>The Pullenvale State School spelling program was created and enacted in 2013. Spelling results in terms of NAPLAN recorded the following key points.</p>															
<p>Strategy: PSS Spelling program created and delivered</p>	<table border="1"> <thead> <tr> <th></th> <th>Year 3</th> <th>Year 5</th> <th>Year 7</th> </tr> </thead> <tbody> <tr> <td>U2Bs</td> <td>2011: 34.1% 2012: 42.9% 2013: 51.6%</td> <td>2011: 27.7% 2012: 17.0% 2013: 25%</td> <td>2011: 27.6% 2012: 35.9% 2013: 38.5%</td> </tr> <tr> <td>MSS</td> <td>2011: 398.9 2012: 422.9 2013: 424.7</td> <td>2011: 487 2012: 460.4 2013: 487.1</td> <td>2011: 550.9 2012: 548.5 2013: 553.1</td> </tr> </tbody> </table>					Year 3	Year 5	Year 7	U2Bs	2011: 34.1% 2012: 42.9% 2013: 51.6%	2011: 27.7% 2012: 17.0% 2013: 25%	2011: 27.6% 2012: 35.9% 2013: 38.5%	MSS	2011: 398.9 2012: 422.9 2013: 424.7	2011: 487 2012: 460.4 2013: 487.1	2011: 550.9 2012: 548.5 2013: 553.1
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<p>Priority: Work closely with Indigenous community to ensure improved attendance rates.</p>	<p>In 2013 the attendance of students was recorded as following: Indigenous Students – 96.5% attendance</p>															
<p>Strategy: Speak with Indigenous parents and share ongoing attendance data for individual students and the non-Indigenous students.</p>	<p>Non-Indigenous Students – 95.3% attendance</p>															

Future outlook

- 100% classrooms effectively implementing the Australian Curriculum
- Pullenvale Effective teaching and Learning Framework Fully Implemented
- 100% of teachers engaging with ET&L Framework
- Review and refinement of student data collection and assessment
- Electronic entry and analysis of data (via One School)
- 100% of teaching staff engaged with data collection, interpretation and response
- 100% of teaching staff utilizing One School data functionality
- Personal Development Plans completed for 100% of teaching and admin staff
- School Opinion Survey, school community relations (achievement in the upper quartile)
- Improved percentage of A-C grades awarded in Science (upper quartile)
- Increase percentage of students in the Upper Two Bands of NAPLAN Testing in reading and Numeracy: Year 3 > 70%, Year 5 > 50%, Year 7 > 40%
- All eligible Years 3, 5, 7 students to achieve NMS in NAPLAN testing
- All eligible Years 3, 5, 7 students to achieve above NMS in spelling with greater than 40% students achieving in the U2B
- Data relating to achievement and attendance of Indigenous students at our school is to exceed rest of school in terms of relative gain and school attendance.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	404	206	198	96%
2012	437	210	227	97%
2013	455	227	228	98%

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

Characteristics of the student body:

Pullenvale State School is typified by students of middle to middle-upper class demographics. Education is seen as a valued and important component of a child's development by the broader school community. There exists a high percentage of professional parents where both are engaged in permanent employment. The school caters for a small percentage of students with verified disabilities.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	17	17
Year 4 – Year 7 Primary	26	23	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	7	6
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Pullenvale is proud to offer Japanese as a Language Other Than English (LOTE) offering to students from Prep through to Year 7. Focus on the early years remains around cultural awareness, the Arts and language.

In 2013 and in response to community feedback, the position of a specialist Dance and Drama teacher was created. The specialist teacher covers lessons for students from Prep through to Year 5.

Extra curricula activities

In 2013 the focus on providing additional extra curricula activities was maintained. Performances by our school choir at venues outside of school, including the Governor General's Residence were highlights for this group of dedicated students.

An ever increasing range of opportunities on the sporting fields extended to include participation for the first time in 7-a-side rugby union and volleyball competitions. In both cases Pullenvale State School teams performed incredibly well securing runner up and first place positions.

The school performed admirably well at various instrumental events including local Fanfare proceedings where the senior band achieved Gold Medal status.

Our school Chess Program continues to attract large numbers of interested students and the performances of teams and individuals at various competitions is testament to the quality of Chess players participating at the school. Programs such as Chess are well supported by competitive programs including Readers' Cup, and interest groups including the lunch time Science Club.

How Information and Communication Technologies are used to assist learning

The utilisation of Lap Top devices remains the focal point for ICT usage within the school. The introduction of 'tablet' devices has been enacted across specific areas of the school to reflect the needs of target groups and/or individual students.

The support of the school Parents and Citizens' association for this approach was reinforced with a generous donation of \$30 000 to support the school in acquiring additional Lap Top devices for use throughout the school.

On line learning remains a focus with ongoing use of web based learning tools including "Reading Eggs" and "Mathletics" common practice across the school. The use of additional Maths oriented programs will be investigated in 2014.

Social climate

The school focus on Self, Place and Others is reinforced through the school's Kids Matter and associated Bounce Back program. The school maintains its No Bullying stance and does not tolerate the ongoing and/or systematic harassment of students.

Despite outstanding behaviors being displayed by the majority of students, the school did undertake a Behavior Audit in 2013. This audit and feedback from the annual survey process undertaken by the school (independent of the School Opinion Survey process) will provide vital information for the creation of the school's Responsible Behavior Plan in 2014.

Parent, student and staff satisfaction with the school

Of the School Opinion Survey questions identified below, parental satisfaction levels improved on 2012 levels (or remained at 100%) in relation to 12 of the 16 questions. Satisfaction levels remained at above or 90% for all questions.

The school based annual survey process highlighted the desire to see greatly consistency in terms of behavior management across the school – this related to positive behavior rewards programs and the management of undesirable behavior.

Student satisfaction levels recorded increased levels of satisfaction (or remained at 100%) across 12 of the 13 questions recorded below. The three questions that recorded the greatest levels of increased satisfaction were as follows:

teachers treat students fairly at their school – 2012 (82%) to 2013 (86%), and increase of 6%.

they can talk to their teachers about their concerns – 2012 (84%) to 2013 (90%), an increase of 6%.

their school is well maintained – 2012 (87%) to 2013 (99%), an increase of 12%.

For the School Opinion Survey questions highlighted below, staff recorded satisfaction levels equal to or above 90% for all 11 questions.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	91%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	91%	100%
their child is making good progress at this school* (S2004)	86%	100%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	97%
teachers at this school motivate their child to learn* (S2007)	96%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	96%	90%
this school takes parents' opinions seriously* (S2011)	95%	93%
student behaviour is well managed at this school* (S2012)	96%	93%
this school looks for ways to improve* (S2013)	95%	97%
this school is well maintained* (S2014)	96%	100%

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	97%
they like being at their school* (S2036)	95%	98%
they feel safe at their school* (S2037)	96%	97%
their teachers motivate them to learn* (S2038)	93%	98%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	94%
teachers treat students fairly at their school* (S2041)	82%	88%
they can talk to their teachers about their concerns* (S2042)	84%	90%
their school takes students' opinions seriously* (S2043)	85%	89%
student behaviour is well managed at their school* (S2044)	91%	96%
their school looks for ways to improve* (S2045)	93%	97%
their school is well maintained* (S2046)	87%	99%
their school gives them opportunities to do interesting things* (S2047)	86%	89%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	90%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	95%
staff are well supported at their school (S2075)	95%
their school takes staff opinions seriously (S2076)	95%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	95%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

In 2013 the school continued to offer parent information sessions relating to “Early Readers’ Master Classes” before school over a period of 8 weeks.

2013 also saw the introduction of “Early Number Master Classes” for parents. These sessions were offered following on from the enthusiastic and positive response to the Readers’ Classes.

It is anticipated the Maths Classes will expand to include Number and Measurement Master Classes in 2014.

Approximately 20 parents attended each of the sessions coordinated by the school’s Support Teacher: Literacy and Numeracy.

Reducing the school’s environmental footprint

Despite best efforts, usage of electricity continues to grow. Increased numbers of Technology Devices and the more consistent use of these may be responsible for the increased levels of electricity usage. Growing enrolment figures may also contribute.

A focus on maintaining water sources including drinking taps and toilet cisterns has helped reduce the amount of excess water being wasted.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	158,192	1,435
2011-2012	125,665	1,482
2012-2013	174,955	1,203

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

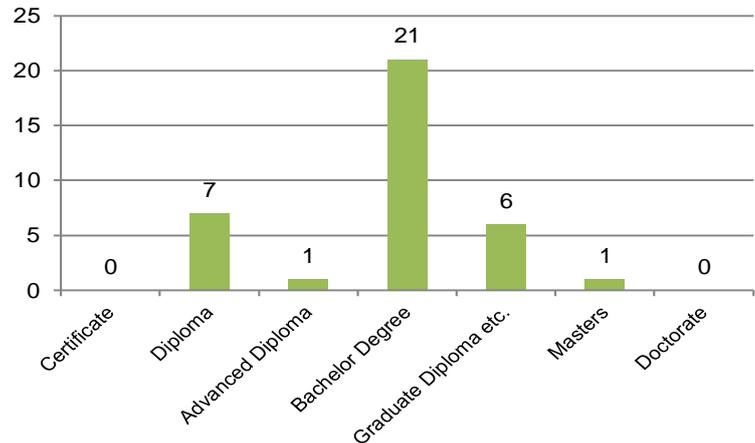
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	36	17	0
Full-time equivalents	26	10	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	1
Bachelor Degree	21
Graduate Diploma etc.	6
Masters	1
Doctorate	0
Total	36



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$17,862.73.

The major professional development initiatives are as follows:

- Spelling
- First Steps Mathematics (Number)
- Explicit Instruction (Fleming Model)
- Kids Matter (Bounce Back programme)
- Collegial CAFEs – sharing of best practice

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	95%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

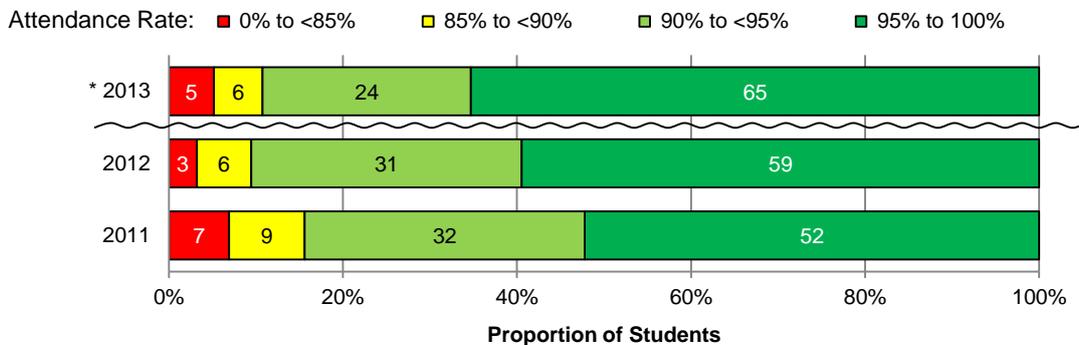
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	94%	95%	94%	96%	95%	95%	N/A	N/A	N/A	N/A	N/A
2012	95%	96%	95%	95%	95%	96%	95%	N/A	N/A	N/A	N/A	N/A
2013	96%	95%	95%	96%	95%	96%	96%	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.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

At Pullenvale State School:

- attendance of all students is recorded systematically (including non-attendance due to illness or any other absences) by class teachers
- attendance is monitored fortnightly for non-attendance by Administration Officers.

Procedures* are in place for contacting and counselling students and recording this on the student's file if:

- a) a student has been absent for more than three consecutive days; **or**
- b) regular or persistent unexplained absences are recorded; **or**
- c) absences where reason given is considered unsatisfactory are recorded.

* PROCEDURES FOR CONTACTING PARENTS AT PULLENVALE STATE SCHOOL:

Step 1: Should a child meet one or more of the above criteria, the class teacher is to contact parents/carers as a courtesy, to establish;

- a) The students well-being,
- b) An expected return to school date, and
- c) Whether or not there is a need to send home alternate school work for completion during the absence period.

Step 2: If – after consultation with the class teacher – an authorised officer (being a member of school administration) reasonably suspects the student is engaging in a pattern of regular non-attendance, the officer may give a parent of the child a notice (see page 2) in the approved form**.

The process of sending home the attached letters (of which there are six) continues until such time as attendance is deemed to have improved and/or reached an acceptable level.

Performance of our students

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

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

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Achievement – Closing the Gap

Pullenvale school is typified by a small enrolment of Indigenous and Torres Strait Islander students, and as such it is not possible to report on individual student achievement here. It is acknowledged however that 100% of ATSI students achieve above NMS in terms of NAPLAN Testing procedures.