At Milton State School we are determined as a community to create a “Tradition of Excellence” in every aspect of school life. We strive for the development of the whole person in every child to be a well-balanced citizen with an inquiring mind and a healthy body. We seek to prepare students for a future characterised by complexity and change. We aim for our students to be working in the ‘Learning Zone’; constantly challenged and inspired.

We have a diverse range of academic, cultural, sporting and social program opportunities for the school community in which to engage. Our school is very much community based as it is at the centre of the Milton community and is accessible through numerous adult and student learning programs, which have been developed and refined over many years.

We are proud of our history and communicate this through our school programs and events whilst also ensuring that we are developing learners for the 21st Century. We aim to create an environment in which our school and wider community is embraced and engaged in the richness of learning and to develop an understanding that we are delivering a world class curriculum for our future generations.

2011 was one of the most challenging for our school and its community. We were devastated by the major flood event in January and had to relocate the entire school to different location for the first 8 weeks of the year to allow for reconstruction to occur. It is a clear indication of the strength, resilience and dedication of our teachers, students and parents with how this tragedy was turned into a success story.

I trust that you find the information contained in this report about our school informative and enlightening. Please do not hesitate to contact me personally should you have any questions related to our school.

Kind regards

Paul Zernike
Principal
School progress towards its goals in 2011

Despite a very disrupted start to the school year with a significant flood event occurring, we have made very positive progress toward our intended goals in 2011:

**Literacy & Numeracy Strategies –**

- Numeracy-focussed learning groups for maths (Year 4-7), and improved teaching and learning-focus on Number through First Steps training & Natural Maths philosophy
- Literacy- Four Resources Model- Reading, Grammar and Punctuation as focus. Review of literacy block time and explicit teaching.

**Other Priorities–**

- Teaching of Science across the school- Working Scientifically program and embedding in classroom practice through units of work.
- Ongoing strategies which support the maintenance of high performance across NAPLAN, QCATS and school based assessment.
- Development of a coaching program within the school and a focus on teachers developing a culture of data analysis and differentiation to support improved student learning outcomes.
- Investigation of the Australian Curriculum with a focus on English, Mathematics and Science.
- Professional Learning Program: WOW time, Learning Circles, Curriculum Café, conferences, seminars- Professional learning conversations with all staff. Coaching program. Moderation.
- Peer support program focussed on conflict resolution for students.
- Implementation of gender specific classes in year 5-7 in subject areas of english, maths and science. Where possible, these classes are extended to other subject areas.
- Create a sense of community and positive school climate with greater emphasis on confidence in public education.
Future outlook

EDUCATIVE AND MORAL PURPOSE:
At Milton State School we seek to prepare students for a future characterised by complexity and change.
We aim for our students to be working in the ‘Learning Zone’; constantly challenged and inspired.
We focus on PRECISION, PERSONALISATION & PROFESSIONAL LEARNING
Our “Big Rocks” are those things that are important to us as a school community and will enable us to achieve our educative/moral purpose. They describe the strategic focus that the school will take in an ongoing capacity to achieve the best possible outcomes for all students.

ACTIONS:
• Child-Centred through Diversity and Differentiation
Our school community always begins every action with the thought … “how does this impact on our children and their learning.” We recognise that our students come to school with unique talents, experiences and backgrounds and as such we provide opportunities to enhance their preferred modes of learning.
• Innovative Teaching and Learning for the 21st Century in a Professional Learning Community
We grow young minds in challenging ways, encouraging risk taking and accepting mistakes as opportunities for learning. We challenge and support each other as we continually enrich our repertoires of practice.
• An Emotionally, Socially, Physically – Healthy Environment
We are empowered to take risks, respond positively to challenges and value the contributions of all.
• Developing our Community through Active Citizenship
Milton continues to be the hub of the community, encouraging parents and community members to be strong partners in the life of our school. We recognise the importance of skilling our children so that they contribute effectively to global society.

Key areas for improvement as defined in the School Implementation Plan for 2012.
Literacy & Numeracy Strategies –
Numeracy-focussed learning groups for maths (Year 4-7), and improved teaching and learning-focus on Number through- First Steps training & Natural Maths philosophy and Mathletics.
Literacy- focus on reading comprehension and spelling- implementation of a range of strategies to improve student understanding.
Implementation of the Australian Curriculum- English, Mathematics & Science and the Curriculum to Classroom support documents from Education Queensland.
Ongoing strategies which support the maintenance of high performance across NAPLAN, QCATS and school based assessment.
Professional Learning Program: Watching Others Work time, Learning Circles, Curriculum Café, conferences, seminars-
Professional learning conversations with all staff. Coaching program. Moderation.
Peer Support Program focussed on conflict resolution for students- Playground Rangers
Continue to create a sense of community and positive school climate with greater emphasis on confidence in public education.
Our school at a glance

School Profile

Milton State School, situated in the inner North Western Suburbs of Brisbane, is a medium sized primary school, Prep to Year 7, with approximately 500 students and 21 classroom teachers. Our administration team includes a Principal and Deputy Principal, Business Services Manager and Administrative Officer.

Our school forms part of the ‘Academic Alliance’ which is the City Cluster of Schools working in close association with the three Queensland Academies of Science, Maths Technology, Creative Industries and Health Sciences. This is a unique educational opportunity for our school and assists us with identifying and catering for our ‘best and brightest’, whilst also providing clear educational pathways for students.

Support and extension programs are offered for those with disabilities and special needs. An Enrichment Teacher services the school. Students with special needs are fully integrated into the regular class setting. We have a Special Education Program with a teacher working closely with our students with disabilities and Gifted Education Mentor, who works with our students who require extension in their learning. This team is responsible for our Visible Learning Program.

The increasing cultural diversity of students brings added richness and responsibilities to the operation of the school. Students with English as their second language are supported by our ESL teacher.

Other specialist teaching staff include: - Teacher Librarian, Science, Art, Dance, Drama, Media and Music Teachers, Physical Education Teacher and Italian Teacher. Visiting personnel include – Instrumental Music Teachers, Guidance Officer, Dental Van, School Nurse, Advisory Visiting Teachers for students with special needs along with our Artist in Residence.

Teacher Aides support our students in the classrooms, eLearning Centre and across a wide variety of programs including our prep classes where there is an aide for each class. A full time Schools Officer maintains our grounds and facilities along with our tireless cleaners.

The school operates within an organisational structure which involves students, teachers and parents working together to achieve the educational objectives as outlined in our School Annual Operational Plan and Strategic Plan.

The school features classrooms of single or double teaching space design with wet areas, a triple unit prep, tuckshop, an eLearning Centre, computer room, music, science art areas, literacy centre, cooking room, and outside school hours care facility.

Our outdoor facilities include a heated swimming pool, cricket practice nets, half court, tennis courts, adventure playgrounds and access to Gregory Park where students play during break times, fully supervised by school staff. Our large multi-purpose undercover area provides a terrific play space and eating area for the students and a fitness circuit with climbing wall for the upper school.

We now have a new purpose built eLearning Centre (library and multimedia facilities) and four additional classrooms constructed to accommodate our increasing student enrolments. This construction includes the full refurbishment of our school pool amenities and now completed, boasts a fully covered, heated, salt water pool.

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>499</td>
<td>269</td>
<td>230</td>
<td>96%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

At Milton we have a growing diversity amongst our student population. The school is comprised of a small number of students who have English as a second language; however, the majority of students are of Australian origin. We have a small number of indigenous students (1%) and students with disabilities.

2011 School Annual Report

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23.4</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>22.8</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>23.1</td>
</tr>
</tbody>
</table>

### School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our teaching and learning is focussed around the Art and Science of Teaching model developed by Robert Marzano and focuses primarily on applying effective teaching and learning strategies to deliver the curriculum. We are implementing the new Australian Curriculum utilising the Curriculum to the Classroom support documents developed by Education Queensland to support the already successful programs we have in the school.

We offer a ‘Working Scientifically’ program with three qualified science teachers undertaking ‘hands on’ science activities across the school from Prep to Year 7 on a weekly basis, with a focus on the processes of science.

Our approach to learning in the early years is that of a developmental curriculum which is embedded in our prep classes and becomes more sophisticated as students mature.

Our program in ‘The Arts’ ensures that every child has the opportunity to undertake each of the five strands of The Arts syllabus, these being music, dance, drama, media and visual arts on a rotational basis throughout the year. We engage specifically trained teachers in each of these areas to provide expertise, including an Artist in Residence who works with the students one day per week for the duration of each school year.

We offer a Young Scholars Program with Kelvin Grove State College and Queensland Academy for Creative Industries, which focuses on providing these students with an opportunity to engage with other like-minded students from surrounding schools in Science, Mathematics, English, Business Technology, Music Composition and Visual Arts projects.

The school offers a comprehensive camping program from Year 1-7 featuring destinations such as Currumbin Farm School and Edmund Park Outdoor Education Centre. Even our year one students experience camping with a day camp in the school grounds. These camps are designed to extend the classroom learning opportunities and the school social outcomes program.

We are also a school which is part of the Academic Alliance with the Queensland Academies for Science/Maths/Technology, Creative Industries and Health Sciences. Select year 5-7 students are a part of the Young Scholars Program offering online and face to face learning opportunities for our ‘best and brightest’.

Extra curricula activities

Extra-curricular activities include instrumental music, thinking skills, swimming and inter-school sport. Participation provides students with experience in a range of activities and helps to build a positive self-esteem. Students in year 5-7 students undertake inter school sport.

A wide range of academic and music competitions such as debating, Robocup, University of NSW Competitions in Science, Writing Mathematics, Computing and English, writing, chess and Choral Fest, Wildcatz Band, visual arts, performing arts and strategic games club to name a few.

The run/swim club is very popular with parents and students and our tennis coaching and clay animation classes after school are very well attended. Students really enjoy our numerous lunchtime activities which we offer and the Artist in Residence program which is offered on a Saturday for extension learning. Additional Languages Education is offered at Milton on a Saturday with the Brisbane Chinese School.
Our school at a glance

How Information and Communication Technologies are used to assist learning

At Milton SS we embed the use of computer technology or Information Communication Technologies (ICTs) through:

The installation of interactive whiteboards or ‘smartboards’ in all classrooms across the school has enhanced the learning opportunities with classes being able to access these on a regular basis. For further information relating to the use of ‘smartboards’ visit www.electroboard.com.au

Each double teaching space has their own digital camera with the view to enhancing the personal connectedness of students through the purchase of MP3 players, PDA’s and laptops in the not too distant future. The installation of a wireless network throughout the school and in our new outdoor undercover multipurpose area has enhanced the ability of students to access wireless technologies whilst working outdoors along with a multimedia suite including PA system, data projector and screen. We are trialling ‘tablet’ technology with 23 tablets in use throughout the school. Our latest addition to the school is a media ‘green’ room which allows for students to undertake a range of filming and editing activities to create their own movies etc.

We have a lab of 18 computers and a pod of 10 computers in the school library for classes to access and our teacher librarian undertakes specific media related/ skills based integrated lessons with all classes based on the unit of work which the year level is currently studying. Each classroom has a number of computers based on the age group. All teachers have their own laptop.

Social climate

Milton State School prides itself in providing a safe and supportive environment for all students.

The development of our Social Outcomes Program ‘You Can Do It’ focuses on proactive strategies to assist students, parents, staff and the wider community to foster appropriate values and attitudes towards positive citizenship.

The collaborative development of our School Charter reflects the values and norms of our school community and clearly articulates how we agree to treat each other across the school community.

THE MILTON STATE SCHOOL CHARTER - describes the ways that members of our school community agree to treat one another. As a result of this agreement we will consciously:

Maintain an environment of trust, honesty and openness in our actions and communication

Inspire high levels of respect in the treatment of others

Listen to others, understand their points of view, be tolerant of their differences and promote professionalism

Together we work as a team, reflecting the Five Keys to Success: Getting Along, Organisation, Persistence, Emotional Resilience and Confidence.

Openly encourage fun and friendliness to promote well-being, through positive affirmations and fair treatment

kNow that to maintain quality and excellence is our ultimate goal!

The development of the School Code of Behaviour and Responsible Behaviour Plan mandated for development and implementation by Education Queensland in 2006, clearly outlines the expectations for appropriate student behaviour at Milton. The introduction of the Program Achieve – ‘You Can Do It’ program is the key focus for our social outcomes program. It features the 5 Keys to Success:

Confidence
Persistence
Getting Along
Organisation
Emotional Resilience.

Students engage in focus lessons related to these keys and the holistic nature of the program demands that it is embedded in every aspect of school and home life; therefore our positive playground program (games room, art club, chess club, library activities and sports games) and classroom awards all revolve around the Keys to Success. 2006 saw the full implementation of this program.

www.youcandoiteducation.com.au

We are now engaging in the School Wide Positive Behaviour Support Program (SWPBS) which will complement the ‘You Can Do It’ Program. SWPBS involves the development of 3-5 specific school rules and the explicit teaching of these rules with clear
Our school at a glance

expectations. This will be a three year process for full implementation and began this year.

These rules are explicitly displayed at each entrance of the school and are framed as follows:

At Milton we are:

SAFE
RESPONSIBLE
RESPECTFUL

An SWPBS Matrix with explicit details of what each of these translates to in terms of practice is found in each classroom across the school. In specific areas of the school, there are posters reminding students of the expected behaviour in those areas.

A key aspect of our Leadership Program are the roles which students take as leaders within our school from the school student council, the year 1 & 7 buddy program to hosting parades, peer mentoring and developing positive role models in the playground and around the school.

We also have a wide range of leadership positions which are primarily held by year 7 students such as School and House Captains, ICT, debating, Italian, visual and performing arts, band, strings, media and eLearning Centre captains. There are representatives from each class in year 3-7 who form our Student Council and a number of students as a part of our Playground Rangers Program.

We also boast a very successful School Chaplaincy Program which focuses on developing self-esteem and awareness in our students. The chaplain is responsible for a range of programs across the school which foster these particular attributes. One such program is the Men and Boys Night, catering for the specific interests of boys through an evening of engaging activities.

Parent satisfaction of 92% was recorded on the School Opinion Survey in relation to their belief that their child is safe at Milton State School and 90% satisfaction with student discipline. Staff recorded 100% satisfaction that they get on well with students at the school and 87% believed that staff and students respect each other at the school. Students recorded 87% satisfaction in relation to feeling safe at the school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>83%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>95%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>82%</td>
</tr>
</tbody>
</table>

DW – Data withheld
Our school at a glance

Involving parents in their child’s education

At Milton State School the development of the partnership between the school, parents and the wider community is of paramount importance. Parents play valuable roles in supporting their child’s education. The parents have numerous opportunities to become involved in the life of the school through a range of activities.

The P&C Association is particularly active and supportive of all school activities, playing a significant role in the management of Milton Outside School Hours Care, swimming club and learn to swim classes, the hire of the tennis courts and providing advice on key strategic and school based issues. It consists of a number of sub committees, who report back to P and C meetings held on the second Tuesday each month. In 2009 we held our inaugural Milton Fair- On The Green in Gregory Park. This was an enormous community event and most successful in bringing our school and wider community together.

Parents have the opportunity to become involved in the school through supporting their children in the classroom, through the Classroom Coordinators group, school open days, key events such as social, cultural and sporting days and through parent teacher information and conference evenings. Many parents, both mums and dads come along and assist in their child’s classroom in all aspects of our curriculum from reading and art to robotics and mathematical problem solving. Our run/ swim club has also seen numerous parents join their children for fitness activities before school and our inter-house swimming, cross country and track and field events are always well supported by the school community.

As a key aspect of our Professional Learning Program, we look to engage parents in all aspects of understanding the curriculum initiatives and new policies being implemented. This is integral to the success of programs such as our ‘You Can Do It’ social outcomes program, Natural Maths Philosophy, Middle Phase of Learning initiatives, Prep Implementation, Support – a – Reader to name but a few. We respond to parent requests for a greater understanding of what and how their child is learning.

Our engagement with the wider community sees us being involved with such events as the Movies in the Park which supports businesses in our area and the revised school newsletter which allows local businesses and community groups the opportunity to advertise for the year on the back of our newsletter.

The School Opinion Survey results from parents and caregivers, specifically, that Milton is a good school was 95% and was above like and state mean in comparison with other schools across Queensland.
Reducing the school’s environmental footprint

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

The school has worked consistently to reduce the environmental footprint with the implementation of our School Environmental Management Plan (SEMP) which outlines key strategies to reduce the usage of various resources. We have requested that no lighting/air conditioning/ fans be left on when a room is not in use nor overnight/weekends. Where possible we have water saving devices fitted to all toilets and taps and use water from numerous tanks around the school to maintain our gardens and grass. We also have solar panels operating to feed back into the electricity grid, reducing our overall consumption as is evident by the table below:

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>102,230</td>
<td>596</td>
</tr>
<tr>
<td>2010</td>
<td>133,338</td>
<td>785</td>
</tr>
<tr>
<td>% change</td>
<td>-23%</td>
<td>-24%</td>
</tr>
</tbody>
</table>
Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>40</td>
<td>14</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>30</td>
<td>10</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>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>28</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was approx. $40000.00.

The school has a very comprehensive professional learning program for all staff which is based on a model developed by The Centre for Creative Leadership. This includes teachers undertaking personal, school and systemically required professional learning, based on their own identified goals in their individual Developing Performance Plans.

Some of the key initiatives undertaken across the school for professional learning included: the teaching of mathematics with mentor Ann Baker (Natural Maths), digital technologies-Smartboard training, data analysis, teaching of reading, developing assessment tools, moderation processes, collaborative planning of curriculum topics, the teaching of science and numerous individual seminars and conferences.

The involvement of the teaching staff in professional development activities during 2009 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website [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.

Find a school

Search by school name

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 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 - 2011

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

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>91%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

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.

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.

The procedures followed for non-attendance at school for part of or a whole day is that a note explaining the absence of the child must be forwarded to the school on the next day when the child is in attendance again. This can be in the form of a written note handed in at the school office or via an email. If a pattern of absenteeism is reported, a phone call to the parent requesting explanation is made by the Principal or Deputy Principal. If this continues, then the formal process as outlined in Education Queensland policy is initiated. Rolls are marked twice per day by classroom teachers with all rolls being sent to the school office at the end of each week for entry onto the school electronic database.
Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au](http://www.myschool.edu.au).

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

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

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Milton State School has implemented a number of strategies to engage and support indigenous students. In 2011, the following programs were successfully implemented:

- The development of Individual Education Plans and learning goals for indigenous students.
- 1 to 1 and small group teacher aide support for literacy and numeracy.
- Increased literacy and numeracy support for all indigenous.
- Support with assignments, project work and homework.
- Purchase of high quality indigenous resources.

The programs and strategies implemented to support closing the gap have resulted in the following outcomes:

- A decrease of indigenous students being caught in the bottom 2 bands of NAPLAN.
- Decrease in the number of students receiving D or E results in Semester 2 reporting.
- The increase of learning outcomes across key Learning Areas.
- Positive increase in indigenous student literacy and numeracy results.
- Students, staff and parents rate the additional support of Closing the Gap Funding as beneficial in providing support.