

Amberley District State School

Queensland State School Reporting

2015 School Annual Report



Postal address	37 Deebing Creek Road Yamanto 4305
Phone	(07) 3280 3111
Fax	(07) 3288 0313
Email	principal@amberleydistrictss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Principal

Principal's foreword

Introduction

Amberley District State School is a co-educational school with approximately 800 students located on the southern outskirts of Ipswich. It is a long-established school, first opening its doors in 1862. As one of Queensland's oldest schools Amberley District has a proud tradition and a demonstrated commitment to delivering a high quality state education.

In 2010 Amberley State School, relocated 9km to modern facilities at its current site in Yamanto and became known as Amberley District State School. Amberley District is a dynamic learning community of families and staff who work in partnership to support and develop each other. We have high expectations for students, parents and staff and believe that every member of the community can achieve success.

The school motto is Knowledge is Strength. As a school community our aim is for all students to graduate with highly developed levels of literacy, numeracy and curiosity. This will give them the strength to achieve at our school and continue to learn no matter which direction they follow in the future.

This report outlines the progress we have made as a school and our future direction.

School progress towards its goals in 2015

IN 2015 WE AIMED TO	PROGRESS
Provide accredited training in coaching to year level instructional leaders. Use the Master Teacher and Teaching and Learning Coach roles to expand the familiarity of staff with the use of coaching to improve teaching and learning.	Achieved 2015
Audit each unit of the ADSS Curriculum Plan in relation to the National Curriculum to ensure vertical and horizontal alignment and that the curriculum is being enacted as intended. Ensure a love of learning and a curiosity about the world is the centre of all teaching and learning experiences. Initiate a leadership team to guide our involvement in the Curiosity and Powerful Learning Project.	Curriculum Units audited and edited. Process to continue 2016 in collaboration with local schools.
Strengthen implementation of year level moderation processes to develop teacher understanding of the curriculum and ensure judgements are based on agreed standards and criteria.	Achieved 2015
Consolidate the improvements we have made in the teaching of reading and explicit teaching effectiveness and focus on building teacher capacity in the area of writing, specifically Guided Writing and the 7Steps approach.	7Steps introduced into all classrooms 2015
Improve teacher skill in the short term tracking of student progression to ensure we meet each students' needs and quickly address performance issues. Implement and refine tools to assist tracking effectiveness.	Consistency in expertise increasing. Continuing in 2016
Continue implementation of personalised student goals in reading, writing, numeracy & social emotional learning using the S.M.A.R.T Goals format (specific, measurable, achievable, relevant and time bound) and build teacher capacity to provide ongoing effective feedback to students that assists them to recognise where they are currently performing and help them negotiate the next step in their learning.	Continuing in 2016
Double the number of students supported by the Speech Language Pathologist and the number of speech programs delivered by teacher aides in the early years.	Achieved 2015
Embed a consistent approach to the explicit teaching of the mathematical problem solving process. Develop teacher capacity to teach problem solving using Polya's Technique.	Achieved 2015

Improve teacher effectiveness in varying the pathway (each student needs to be known as an individual and taught accordingly), and explore models of co-teaching to get the most out of resources available to support differentiated teaching and learning. Trial a specific model of co-teaching and inclusion where a team of staff work with only one-year level, to support high levels of learning success for the full spectrum of students, including those with a disability and the highest achievers, within their own classroom.

Successfully trialled and implantation to be expanded in 2016

Future outlook

In 2015 we reviewed the school's achievements and developed a plan for 2016 and beyond using Powerful Learning: A Strategy for Systemic Educational Improvement. As a school we have always had a very strong focus on staff development and in 2016 as part of the Curiosity and Powerful Learning Project we will continue to focus on the building of staff expertise to improve student performance.

Prioritisation of high expectations and authentic relationships

The standards we as adults set for each child socially and academically are vitally important. Often it is an adult's expectation of a child that convinces them they can succeed when they would have otherwise given up. All students learn best, when they believe the adults in their life care about them personally and their success and expect them to do well.

In 2016, we will strengthen the processes that frequently and explicitly teach positive and appropriate behaviours that support learning. Our children all have the capacity to succeed if the adults in their lives believe in them and demonstrate a high level of care and commitment to their success.

Harnessing of learning intentions, narrative and pace

When teachers accurately identify the next step in learning and use effective pedagogy, every child, no matter what their current performance level, is capable of making rapid learning gains.

In 2016 we will build on our teacher observation and feedback culture by moving further towards a model centred on peer observation and coaching. We will support teachers to collect data on their own effectiveness, analyse their practice and commit to a next step they will implement to improve teaching and learning. As part of our performance development process teachers will work to grow their expertise to deliver lessons that have clear learning intentions, an effective pace and where students understand the connection this learning has to prior learning and why it is important. Every child will have learning goals in the areas of reading, writing, maths and social emotional learning and these will be communicated each week to parents.

Committing to assessment for learning- Co-planning and co-teaching

In 2016 we will continue to refine our whole school curriculum framework to ensure it has a developmental approach across the school and horizontal and vertical alignment of learning. We will further align school data sets to the school's explicit improvement agenda, incorporating clear timelines and targets and develop teachers' data literacy skills.

This alignment will provide a platform for teachers to more effectively develop learning experiences that are engaging and challenging for all students and to use curiosity to motivate learning. It will support the expansion of our Co-planning and Co-teaching Model, where Special Education and Support Teachers and our Speech Language Pathologist are embedded within all year level teams and allow them to increase the differentiation provided for all students, including the highest achievers.

In 2015 our school led a collaboration of local state schools to develop student leaders and provide leadership opportunities for students. As a school we will continue to identify and establish formal relationships with other schools and community partners who are able to contribute to improved student achievement and wellbeing. This focus on collaboration and partnership is a great chance to build capacity within all schools in the area and the wider community which benefits current and future students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	697	347	350	41	92%
2014	763	379	384	49	94%
2015	804	397	407	53	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Amberley District State School is located on the south eastern urban fringe of Ipswich in an area of significant new housing development. The school draws students from a socioeconomically diverse catchment that includes both suburban and rural areas. More than a quarter of students have a parent in the defence force, and many have lived in other states, and bring this life experience to our school.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	22	22
Year 4 – Year 6 Primary	23	26	17
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	37	124	92
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	2	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

At our school the expectation is that students are safe and respectful, that they get-along, and most of all that they are learners.

Learners ask and answer questions. They wonder! When we wonder, when we ask questions and when we seek answers, we are being curious. Curiosity is the engine that drives and motivates learning. When we are curious that is when we learn best and the more curious we are the more we learn.

Children who are curious have a desire to learn new ideas and discover more about things that interest them. They ask questions about these interests and they read books, magazines and webpages to learn more. Everyone is curious and we can all learn to be more curious. As a school we are focused on harnessing and growing the curiosity each child has to enhance the learning that occurs at school.

Extra curricula activities

- Students may apply to be part of the school's instrumental music program, strings program, band and choirs. We have a very successful music program, speech choir, with marimba groups, junior and senior choirs and bands which is conducted by our instrumental music teachers

- Year 5-6 are offered the opportunity to be involved in interschool sport twice a year. About 150 students participate in team sport against other schools each semester.

- Robotics Club

- Environmental Rangers gardening club

- House Sport- Athletics, Cross Country and Swimming

- Award Winning Outside Hours School Care program

- Coding club

-Camping Program for children in years 4-6

-Under 7 ½'s Day- Prep, Year 1 and 2

-Swimming Program Yr. 1-7

-FOOTSTEPS dance program

-You Can Do It- Social Emotional learning program

How Information and Communication Technologies are used to improve learning

We are extremely lucky to have a future focused learning environment that has the resources, facilities, digital infrastructure and equipment to facilitate best practice and enable our school community to prepare students for their future. Staff have embraced this way of working and deliver lessons that seamlessly integrate technology.

Our school has full wireless coverage and we have invested electronic hardware so teachers can use technology when it is of benefit to student learning. All of our classrooms have interactive whiteboards and our Prep, Year One and Two classrooms have Soundfield hearing systems to ensure students can clearly hear the teachers voice at all times. Over the last few years we have invested in mobile devices in preference to desktops and students also access computer labs and devices such as ipods, digital microscopes and still and video cameras to complement learning activities.

Our teachers are constantly expanding their capacity to use digital resources to engage students and maximise their learning across the curriculum. ICT's are also actively and strategically employed to streamline school organisational and communication processes and limit disruptions to classrooms. This enables staff to be fully focused on student learning during class time and allows them to spend more time each day on lesson preparation and professional learning. To ensure devices are well maintained and always working we also invest heavily in ICT technical support employing technicians 2 days per week.

Social Climate

Amberley District students recognise that a balance of skills and knowledge is necessary to be successful both at school and in the society of the future. Students at Amberley District believe that:

- They must strive to develop communication and problem solving skills that build positive relationships;
- They need passionate and enthusiastic teachers who provide challenging learning activities that help everyone succeed;
- A great school has a balanced curriculum that includes activities such as sport, health and fitness, visual arts and dance;
- Their parents need to be involved in learning activities at school and their education;

- Students should take personal responsibility for their behaviour and learning look after our school facilities and the environment;
- Everyone needs to be treated fairly and with respect and understand that children are all different and have different needs.

Our staff pride themselves on being positive, patient, friendly and approachable. They create safe supportive learning environments based on mutual respect and ensure they develop positive relationships with all students. As a school we utilise the You Can Do It (YCDI) program to build the social emotional capacity of our students and teach the 5 keys to success.

Confidence, persistence, getting along, resilience and organisation. YCDI is part of all assemblies, lessons on the keys to success are taught weekly by class teachers and YCDI is embedded as part of our model school lesson plan. As a school we believe that a combination of academic and personal development is essential if students are to be successful in life and this is why YCDI is such a big focus at Amberley District.

The addition of a School Chaplain to the Amberley District staff has allowed us to expand the provision of services to build the social emotional capacity of students. Our chaplain runs programs to develop these capacities in students and is a great support to families and staff in times of need.

The expectation at our school is that when students come to school they behave safely and respectfully, they get along and they are focused on learning. When student behaviour is inappropriate the ADSS Responsible Behaviour Plan provides a process that maintains relationships by giving students the space and time to consider (Rethink) their choices and make good decisions. Just as students need to learn to read they also need to learn to make good socially responsible decisions. Our Rethink process is about students learning to do this. Students know this process is fair and consistent. It offers certainty to staff and students at times of emotional stress and allows students to be supported effectively.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	84%	94%
this is a good school (S2035)	100%	78%	89%
their child likes being at this school (S2001)	92%	90%	96%
their child feels safe at this school (S2002)	92%	90%	92%
their child's learning needs are being met at this school (S2003)	100%	87%	96%
their child is making good progress at this school (S2004)	100%	84%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	83%	90%	89%
teachers at this school motivate their child to learn (S2007)	92%	90%	86%
teachers at this school treat students fairly (S2008)	92%	87%	90%
they can talk to their child's teachers about their concerns (S2009)	92%	95%	90%
this school works with them to support their child's learning (S2010)	100%	85%	85%
this school takes parents' opinions seriously (S2011)	85%	78%	80%
student behaviour is well managed at this school (S2012)	100%	71%	78%
this school looks for ways to improve (S2013)	100%	83%	96%
this school is well maintained (S2014)	100%	92%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	90%	90%	92%
they like being at their school (S2036)	87%	84%	89%
they feel safe at their school (S2037)	88%	85%	90%
their teachers motivate them to learn (S2038)	92%	91%	96%
their teachers expect them to do their best (S2039)	96%	96%	96%
their teachers provide them with useful feedback about their school work (S2040)	92%	89%	92%
teachers treat students fairly at their school (S2041)	90%	87%	89%
they can talk to their teachers about their concerns (S2042)	87%	88%	85%
their school takes students' opinions seriously (S2043)	87%	88%	89%
student behaviour is well managed at their school (S2044)	74%	79%	77%
their school looks for ways to improve (S2045)	91%	91%	98%
their school is well maintained (S2046)	90%	86%	91%
their school gives them opportunities to do interesting things (S2047)	88%	90%	88%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	97%	99%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they feel that their school is a safe place in which to work (S2070)	98%	95%	98%
they receive useful feedback about their work at their school (S2071)	92%	91%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	93%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	91%	96%
student behaviour is well managed at their school (S2074)	77%	78%	94%
staff are well supported at their school (S2075)	92%	86%	92%
their school takes staff opinions seriously (S2076)	86%	79%	91%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	98%	98%	97%
their school gives them opportunities to do interesting things (S2079)	94%	95%	96%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

At Amberley District we develop strong partnerships between parents, teachers and students and work together to ensure the best educational outcomes for all students. We believe communication is very important and needs to be prompt, respectful and solution oriented at all times. Parents are able to communicate with teachers and class email addresses are provided to all parents at the beginning of the year.

Many opportunities are provided for parents to take an active role in the life of the school and include:

- Attending "Meet the Teacher" sessions at the beginning of the year;
- Invitations to student of the week awards presentations and weekly assemblies;
- End of semester achievement awards ceremonies and learning celebrations at the end of semester;
- Attendance at the annual ANZAC Day and Remembrance Ceremonies which are very important to the school community;
- Leaders Induction Program and Year 6 Graduation;
- Under 7 ½'s day activities;
- Volunteering when assistance is needed with school camps and excursions;
- Australia's Biggest Morning Tea;
- Volunteering opportunities in the Library, Tuckshop and Uniform Shop;
- Music Concerts and Sports carnivals;
- Scheduled Parent interviews in terms 1 and 3;
- P&C committee representation in relation to fundraising, sport, fete, outside school hours care and/or volunteering to assist at movie and disco nights.

Reducing the school's environmental footprint

The school recycles paper from classrooms and the administration building and students from each class are involved in this process. Communication with parents is by email, newsletters are electronic and staff are encouraged to use double sided printing or not print at all to save paper. All classes have Interactive Whiteboards which reduce the amount of printing required. Underground rainwater tanks collect rainwater runoff and the water collected is used to flush toilets and water gardens. Our gardens are also mulched regularly to reduce the water needed by plants. Rainwater runoff is filtered in silt ponds before entering the creek. We recycle food scraps, aluminium containers and have solar panels which reduce the amount of electricity used by the school. Students are able to monitor their electricity consumption as each building has its own wireless meter.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	387,608	12,816
2013-2014	407,638	6,962
2014-2015	369,477	4,991

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

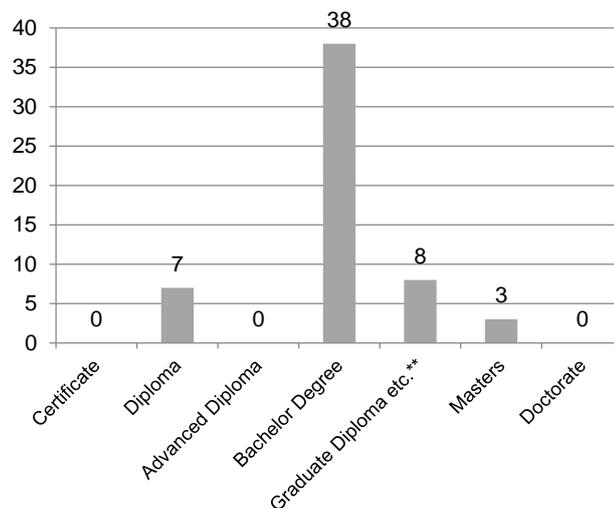
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	54	47	<5
Full-time equivalents	50	27	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	38
Graduate Diploma etc.**	8
Masters	3
Doctorate	0
Total	56



*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 2015 were \$66,076.

- The major professional development initiatives are as follows:
- Curiosity and Powerful Learning project
- Improving effectiveness of explicit teaching
- - Anita Archer- Explicit teaching workshops
- - Growth Coaching for curriculum leaders
- - Teaching and learning coaches fortnightly sessions with class teachers
- 7Steps Writing
- Curriculum alignment sessions– adapting the National Curriculum and C2C to ADSS
- Develop the capacity of Early Years teachers and Early Years teacher aides to teach foundation literacy knowledge and skills
- Early Start training
- Inclusive education- Co-planning and Co-teaching models and trial Year 1 and 5
- Build capacity of instructional leaders and teachers to assess students' current performance; establish SMART Goals; vary the pathway (teach to the needs of students); provide ongoing effective feedback to students that includes the next step in their learning; and re-assess students to monitor improvement.

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	88%	89%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

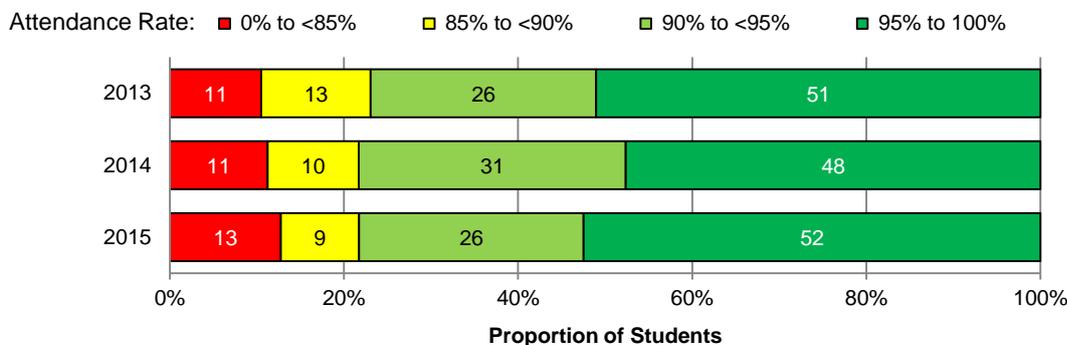
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	93%	94%	93%	93%	94%	91%	90%					
2014	94%	93%	93%	92%	92%	92%	93%	93%					
2015	94%	94%	94%	93%	94%	93%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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 DETE 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.

Rolls are marked at the start of the school day at 8:50am and when students return to class from 2nd break at 1.45pm. As a school we promote attendance by recognising outstanding attendance of individual students and groups of students. For example:

- Raffle drawn each week on parade for students who have been at school all day (no late arrivals or early departures), every day for the previous week. One junior and one senior student will receive a prize of 100 Jets, which can be redeemed in the Jets Shop.
- End of term raffle draw for students who have been in attendance 95% of the term. One junior and one senior student will each receive a prize to the value of approximately \$100.
- Class prize for the class with the highest attendance rates once a Semester (pizza party, ice cream party, popcorn day/iced drinks. Chaplain/Indigenous Student Support Aide/DSTAs to assist).

Attendance is monitored carefully by class teachers and POD deputies. If a student is absent without explanation for 3 days or a pattern of absences has been identified that is resulting in at least one day a fortnight off school or regular late arrival or early departures, Amberley District State School will take the following actions:

1. Classroom teacher will facilitate a phone call to discuss attendance and possible issues with the family and/or student (refer to Appendix 1 for phone script). Record of contact entered in One School and referred to upper or lower school deputy.
2. If continued absenteeism occurs, the classroom teacher will inform the Deputy Principal who will facilitate a phone call to discuss attendance and possible issues with the family and/or student.
3. The Principal will implement appropriate strategies/support mechanism, including liaising with other agencies such as Queensland Police and local non-government organisations, to address the trends or support the student and their family to encourage attendance.

4. If the child is still not attending regularly after 15 school days from the first attempt to contact parents, the Principal will send by registered post, a Notice (Form 4 – Failure to attend (s.178(2))) to both parents outlining parents' legal obligation and inviting both parents to attend a meeting to discuss the situation.

5. If after sending the Notice (Form 4):

a. A meeting occurred with the parents, but there is no change in circumstances within 5 school days of this meeting or

b. A meeting did not occur with the parents, and there is no change in circumstances within 5 school days

An authorised officer at the school sends by registered post a Warning Notice (Form 5 – Failure to attend (s178(4))) advising parents of their legal obligations and offering a meeting to discuss support available to address failure to attend.

6. If there is no change in attendance the 'Managing Student Absences and Enforcing Enrolment and Attendance in State Schools' policy will be followed. In addition, schools may choose to report proactive strategies that are being used to increase attendance.

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

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

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

Find a school

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. 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

For students to do well at school they need to feel like they belong, know that the adults in their lives have high expectations of them and receive high quality teaching. At Amberley District we know that when our Aboriginal and Torres Strait Islander students have good attendance they experience high levels of success. As a school we have good processes in place to support students academically and the attendance of students is closely monitored. We also put extra resources into ensuring appropriate social and emotional support can be provided for students and their families which assists parents in maintaining student attendance. All of our Aboriginal and Torres Strait Islander students receive support and attention to ensure relationships are strong and school is a welcoming environment for them. The support and cultural programs that students are provided with at Amberley District create a pride and a sense of belonging for our Aboriginal and Torres Strait Islander students. Being able to publicly display this pride at school events has engaged our entire community and broadened understanding. This improved connection with school and sense of belonging combined with a focus on academic achievement is what has helped students to improve their achievement.