

Heatley State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Heatley State School (HSS) acknowledges the traditional Custodians of the land on which it is built. The school is located approximately 11 kilometres west of the Townsville city centre in North Queensland, Australia. The school is named after the suburb of the same name which in turn was named after a former mayor and businessman of Townsville, William John Heatley (mayor from 1928-1932).

HSS is a co-educational primary school, currently with 22 classes from Prep to Year 6. Students and their families come from a wide spectrum of cultural backgrounds including: Aboriginal and Torres Strait Islander, European, Asian and the South Pacific.

Our school is based on a community that recognises and respects uniqueness and strives to support the growth of its members in their educational, emotional and social pursuits. To this end, HSS proudly caters for the full range of students: an Early Childhood Development Program (ECDP) operates all year round for pre-school aged students with special needs; Australian Red Cross Townsville sponsor a weekly family playgroup, 'Giggle'n'Grow' every Friday morning; a *Prep4Prep* program is held once weekly for eight weeks every term 4; a Special Education Program is provided for students with disabilities to participate in regular classrooms with varying degrees of support; and, we offer a high achiever's program, *Solid Pathways* for Aboriginal and Torres Strait Islander students to achieve academic excellence.

OUR VISION: *'We lead the way with innovative programs, inspired staff and learning success for every student'* and all our actions revolve around this.

OUR MOTTO: *'Learn, Care, Play'* and this forms the pillars for our school ethos and drives our high standards of expected behaviour.



Innovative Programs • Inspired Staff • Learning success for every student

Principal's Foreword

Introduction

Each year every Queensland school is required to publish a School Annual Report for the previous calendar year. A summary of the advancements, successes and outcomes over the past 12 months at Heatley State School is contained below.

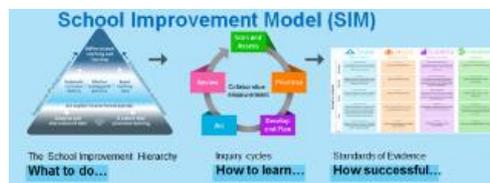
I welcome your feedback and any questions you may have after you have read this report. Please feel free to contact the school.

Louise Wilkinson

Principal

School Progress towards its goals in 2017

Beginning in 2016 HSS and Bohlevale SS (BSS) established a Collective School Improvement Agreement 2017-2019. Since then, we have been committed to the shared development, implementation and evaluation of excellent educational and organisational practice and shared purposeful professional learning. We acknowledge that our collective school improvement agenda is aligned to the improvement parameters identified in the educational research of Dr Lyn Sharratt. We have also been guided by the Department of Education's School Improvement Model (SIM).



The 2017 HSS Explicit Improvement Agenda was ambitious and aimed to improve Levels of Achievement (LoAs) in English & Maths, Reading, Writing, Attendance and Student Well-being.

Specifically this work was attempted through the Priority Learning Areas of:

1. Quality Teaching & Learning

- Australian Curriculum
- Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIPS) and Inclusive Education
- School and student data

2. Equity

- Social, Well-being, Emotional & Life skills Learning (SWELL)
- Health and Safety
- School Community Engagement

Progress made on the above include:

- 100% implementation of the Australian Curriculum subjects of English, Mathematics, Science and Health and Physical Education. With implementation of History and Geography or Humanities and Social Sciences (HASS).
- School EATSIPS committee continued its work to increase the implementation of Indigenous perspectives across the school curriculum.
- 100% of identified students with learning differences were provided with an Individualised Curriculum Plan.
- 100% of teachers increased their data literacy and were able to better utilise data for improving their teaching practices for better student learning.
- A Positive Behaviour for Learning (PBL) committee was created in Term 4 in preparation for the school to commence an adoption of this approach from 2018.
- A staff member was trained as an additional school Health & Safety Officer.
- HSS P&C Association met regularly throughout the year with a quorum. The school maintained its various Memorandum of Understanding Agreements and Lease-Hire Agreements with a range of local community groups. Parent participation remained high at various school events and sports days.

In terms of student achievement targets for 2017:

Increasing the percentage of all students who achieve A-C levels of achievement (LoAs) in English to $\geq 75\%$ occurred with four year levels (Prep, Year 3, Year 4, Year 5) for their Semester 2 English. In summary:

Performance measure	2017 Target	End of 2017 for all year levels result
% of all students who achieve A-C level of achievement in English	Eng. $\geq 75\%$	Eng. 72.8%

Increasing the percentage of all students who achieve A-C levels of achievement (LoAs) in mathematics to $\geq 80\%$ occurred with four year levels (Year 5, Year 3, Year 1 and Prep) and every year level except Year 4 achieved $\geq 80\%$ LoAs in science. In summary:

Performance measure	2017 Target	End of 2017 for all year levels result
% of all students who achieve A-C level of achievement in Maths and Science	Mat ≥80% Sci. ≥80%	Mat 77.2% Sci. ≥87.7%

Increasing the percent of non-exempted Year 3 and 5 students who meet the National Minimum Standard (NMS) in NAPLAN Reading and Writing of ≥80% was achieved for Year 3 (85.2% Reading and 85% Writing) and for Reading only with Year 5 (82.2%).

Increasing the percent of non-exempted Year 3 and 5 students who achieve in the upper 2 bands (U2B) in NAPLAN Reading and Writing to ≥20% has not yet been achieved. However over time the school continues to improve relative to the nation for the U2B in Year 3 Reading and Writing.

Future Outlook

The school's improvement agenda for 2018 has further sharpened and narrowed. In 2018 there are two focus areas only:

- Improve Literacy and English levels of Achievement in Prep and Year 1.
- Enhance Student Well Being.

The targets set for these are:

- ✓ Increase literacy and English achievement levels of ALL students in Prep and Year 1 so that 75% or more reach reading benchmarks and achieve a 'C' or better for English by the end of 2018.
- ✓ Establish HSS as a Positive Behaviour for Learning (PB4L) school and strengthen school-community engagements and partnerships so that student learning and well-being is enhanced and disciplinary incidences and absences continue to reduce by the end of 2018.



Year 1 students meet Borobi the mascot of the 2018 Commonwealth Games during his visit to Townsville in 2017.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	600	256	344	218	91%
2016	601	254	347	213	87%
2017	555	237	318	199	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

It can be seen above that our enrolment has gradually declined over time. This is mainly due to several factors, including to the introduction of an enrolment management plan in 2013, all Year 7's moving permanently to secondary school in 2015, and a downturn in the local economy and a reduction of young school aged students in the inner suburbs of Townsville over the past few years.

Characteristics of the Student Body

Overview

Students who attend HSS come from a wide range of families with varying cultural, social, religious and occupational backgrounds. 25 students were born overseas and over 35% of our student body identify as being Aboriginal and Torres Strait Islander or both. 12% of our students receive varying degrees of support from our Special Education Program and up to 15 pre-school children were enrolled in our ECDP.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	22	23
Year 4 – Year 6	25	27	26

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2017 all students studied the following common subjects from the Australian Curriculum called Learning Areas (LAs): English, Mathematics, Science, Health and Physical Education and teachers at our school had the opportunity to phase in History and Geography or Humanities and Social Sciences (HASS).

In accordance with State Schooling's P-12 Curriculum, Assessment and Reporting Framework, the remaining subject areas (Key Learning Areas - KLAs), The Arts and Technology were taught in 2017. Since 2016 the school has also offered French as the Languages subject for Prep to Year 6 students.

We continue to map individual student progress in a number of ways. Various forms of assessment, monitoring and reporting methods are consistently employed in and across year levels. This ensures that provision of additional support/extension can be provided to those individual students with a specific learning need. For instance, students with a disability are enrolled into the Special Education Program (SEP). They have an Education Adjustment Plan (EAP) and are integrated into the classroom with varying degrees of support. Some students in the SEP as well as others who are not, may also have a more individualised learning program, called an Individual Curriculum Plan (ICP).

All Learning Areas and Key Learning Areas for all students are formally reported on twice yearly. Face to face parent-teacher interviews are held three times a year with a "Meet and Greet" held at the beginning of each year. Parents do not have to wait for these junctures to discuss their child's progress and are encouraged to make an appointment at any time to talk with the teacher.

Mentioned earlier, our school has worked closely with BSS in 2017, this expanded to include Mundingburra SS. Throughout 2017, all three schools' Leadership Teams and teachers met regularly to discuss curriculum planning and HSS and BSS teachers also met to conduct moderation of assessment for English.

Co-curricular Activities

HSS has a variety of extra-curricular activities to enrich the lives and talents of our students.

We are very pleased to say that in 2017, Matthew Scott continued to be our Adopt-a-Cowboy and he regularly visited out school, going into many classes to talk about his life as a footballer, the importance of healthy eating and exercise as well as assisting the students with their regular classwork.

Our weekly family playgroup (first offered in 2008) and now called "Giggle and Grow" continued on in our hall every Friday from 9.00am – 11.30am.

A Breakfast Club for all children (first offered in May 2008) ran every day from 8.00am -8.30am in partnership with Townsville Food Bank.

Our annual whole-of-school celebration of NAIDOC week is held in the last week of Term 2.

In 2017 Heatley SS students also had the opportunity to participate in a range of other activities including:

- In school time sport once a week for Year 5 and 6 students led by local sports development officers
- Our school's biennial 'Food'n'Dance Fiesta' in our large covered area
- An Instrumental Music Program
- Student Choir
- A Choral Music Camp
- International and National Academic Competitions in Mathematics, English, Writing, Spelling, Science and Computing with entry sponsored by our P&C
- Interschool sport programs across the Townsville District for Year 5 and 6
- An annual Year 6 Student Leadership Program
- Year 5 sleep over at school
- Student Council
- Marching at Townsville's annual ANZAC Day

How Information and Communication Technologies are used to Assist Learning

In 2017 the bulk of our ICT funding was spent on employing a part-time ICT technician to maintain our school computers. Our student to computer ratio continued to be 5:1. Two computer labs were fully timetabled and accessed by classes from Years 1 – 6. Through our affiliations with James Cook University's School of Education, in 2011, we were the first school in a regional city to be able to purchase a class set of XO laptops for students. In 2015, we purchased more XO laptops and ever since we have been able to maintain them so every Prep, Year 1 and 2 class has access to a class set. This did not change in 2017.

All classrooms have data projectors so teachers can fully deliver lessons developed for the implementation of the Australian Curriculum.

Social Climate

Overview

A supportive school environment has always been a priority and high standards of behaviour, responsibility and accountability are expected by all members of the school community. All students who demonstrate quality work and exemplary behaviour are awarded a Heatley 'Gold Card' which enables privileges at our school tuck shop, library and end of term activities. In 2017, nearly all students had a Gold Card.

The school-wide approach used to create and maintain a safe, supportive and disciplined learning environment is underpinned by the philosophies of Dr William Glasser and Dr Loretta Giorcelli. Both recognise that strong foundations in student-centred planning, quality curriculum and pedagogical practice lessen the barriers to student learning for the full range of students including those with disabilities. Our pastoral care programs are aimed at supporting student wellbeing and responding to bullying.

We use a variety of strategies to engage parents and the community in the life of the school. It should be remembered when considering this information that less than 25 parents were able to complete the annual School Opinion Survey in 2017 which may have contributed to the differing results when compared to previous years. Many more students and staff were able to complete the survey and their responses in 2017 showed both groups were generally very satisfied with our school. Below are details from the survey.

The area that rated the lowest levels of satisfaction with students and staff was in relation to maintenance of school facilities. For students, they were least satisfied with other students' behaviour. The school recognises these concerns and since the end of 2017, has embarked on undertaking development to make the school a Positive Behaviour for Learning (PBL) school. Our school P&C association continues to advocate with our local member for parliament and North Queensland Regional Office Facilities officers to improve our school facilities.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	83%	95%	95%
this is a good school (S2035)	92%	89%	95%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	92%	100%	90%
their child's learning needs are being met at this school* (S2003)	77%	100%	95%
their child is making good progress at this school* (S2004)	77%	89%	100%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%	100%
teachers at this school motivate their child to learn* (S2007)	92%	95%	100%
teachers at this school treat students fairly* (S2008)	92%	95%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	89%	95%
this school works with them to support their child's learning* (S2010)	92%	84%	100%
this school takes parents' opinions seriously* (S2011)	85%	89%	90%
student behaviour is well managed at this school* (S2012)	85%	95%	95%
this school looks for ways to improve* (S2013)	92%	89%	95%
this school is well maintained* (S2014)	75%	79%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	97%	93%
they like being at their school* (S2036)	96%	95%	89%
they feel safe at their school* (S2037)	92%	90%	77%
their teachers motivate them to learn* (S2038)	96%	98%	95%
their teachers expect them to do their best* (S2039)	98%	97%	96%
their teachers provide them with useful feedback about their school work* (S2040)	89%	95%	95%
teachers treat students fairly at their school* (S2041)	89%	90%	82%
they can talk to their teachers about their concerns* (S2042)	86%	93%	89%
their school takes students' opinions seriously* (S2043)	89%	89%	90%
student behaviour is well managed at their school* (S2044)	79%	88%	65%
their school looks for ways to improve* (S2045)	97%	95%	94%
their school is well maintained* (S2046)	92%	94%	82%
their school gives them opportunities to do interesting things* (S2047)	92%	94%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	96%	100%
they feel that their school is a safe place in which to work (S2070)	96%	92%	95%
they receive useful feedback about their work at their school (S2071)	91%	90%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	98%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	99%
students are treated fairly at their school (S2073)	98%	96%	99%
student behaviour is well managed at their school (S2074)	96%	94%	91%
staff are well supported at their school (S2075)	98%	97%	95%
their school takes staff opinions seriously (S2076)	98%	93%	97%
their school looks for ways to improve (S2077)	98%	96%	98%
their school is well maintained (S2078)	67%	66%	69%
their school gives them opportunities to do interesting things (S2079)	89%	86%	99%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

We publish a fortnightly newsletter and regularly maintain our school website.

Many parents have become involved in our active P&C Association which meets on the first Monday of the month at 7.00pm and our Indigenous parent reference group, Yubu Yunga, while less active in 2017, still met once per semester to assist us with planning and preparation of our annual NAIDOC week and to be consulted on implementation of Indigenous perspectives in our school curriculum.

Many school activities are run with the support of volunteers and more are always needed and welcome. Volunteers within the school are recognised annually at a special assembly at the end of the year.

Parents and community members can participate or help in any of the following activities:

- School assemblies
- Class performances or special activities
- Assisting in the Library
- Working in the school tuck shop
- In-class helpers
- Annual ANZAC and NAIDOC marches
- Heatley SS's Annual NAIDOC Week
- Sports Days
- P&C meetings, Yubu Yunga meetings, fundraising events & working bees

Parents with students who have diverse learning needs are consulted regularly to develop and review the necessary plan/s to maximize student access and enable them to participate fully at school. These include Educational Adjustment Plans, Individual Behaviour Support Plans and Individual Curriculum Plans.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These programs focus on personal safety and awareness, including how to identify and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. In 2016, Heatley SS was visited by the Communities For Children Townsville West sponsored, 'Strong 6 Circus' which focused on teaching students about stranger danger and all staff were provided with training in Student protection. Respectful relationships has also been incorporated into the school curriculum through the Health subject for all students.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school. There was a significant reduction in the number of suspensions at HSS in 2017.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	100	55	47
Long Suspensions – 11 to 20 days	2	2	0
Exclusions	1	0	1
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Our school took steps to reduce energy usage through behavioural changes. Increases in electricity usage can be attributed to three additional new buildings, the hall, library and a Special Education Program building which became fully operational in 2012. As well, there has been an increase in the amount of computers and data projectors used in the school as well as additional photocopying machines. Assisting the reduction of our footprint are smaller enrolments and that we no longer have Year 7 in our school. The school worked with the Townsville City Council on a water management plan and we are pleased to report we did make savings in water usage the 2016-2017 period.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	414,955	21,837
2015-2016	318,052	15,662
2016-2017	376,474	10,901

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	50	34	<5
Full-time Equivalents	45	20	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	1
Bachelor degree	47
Diploma	1
Certificate	9

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$38, 654.

The major professional development initiatives are as follows:

- For teachers - Ongoing training in teaching and assessing the Australian Curriculum
- For teachers – [Yoga Tools for Schools](#) which is designed to assist the wellbeing of staff and students
- For nominated teachers – QLD Curriculum & Assessment Authority workshops, John Munro Oral Language workshops, Digital Technologies, Yumi Deadly Maths project.
- For classified officers - Annual national, state and regional professional association conferences
- For classified officers – NQ Region workshops and principals' business meetings
- For teacher aides - First Aid training, Oral Language workshops
- For all staff – various annual mandated training including Health & Safety and Asbestos safety training

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	84%	84%

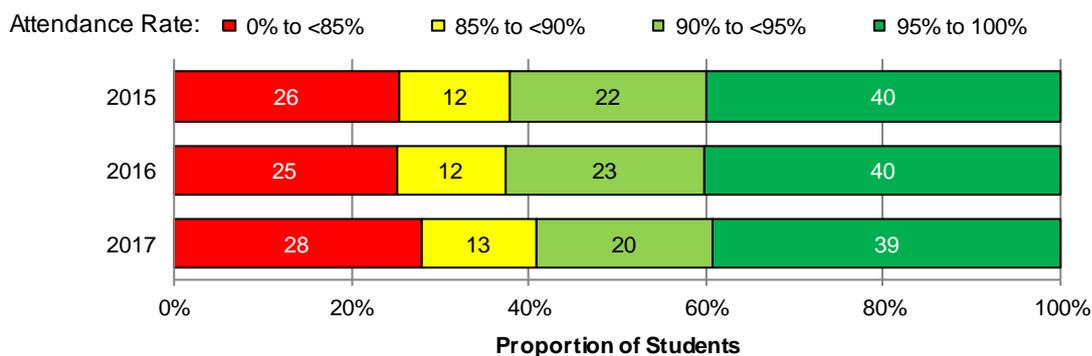
*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	88%	88%	90%	90%	91%	92%	91%
2016	90%	88%	88%	89%	89%	90%	92%
2017	88%	88%	90%	90%	91%	89%	90%

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 Department of Education procedures, [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#) and [Roll Marking in Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Research conducted by James Cook University in our local area has shown that social factors such as poverty and sudden changes in family arrangements, employment or housing all contribute to student attendance and the

current mobility at HSS. While these factors are out of our control, our school continues to undertake strategies to mitigate these effects.

At HSS we emphasise the importance of attendance by giving this message frequently and often starting at the enrolment interview. We ensure that attendance is monitored twice daily. Teachers mark the class roll every morning by 9:15am and every afternoon by 2:30pm.

For those students with high unexplained absences and/or non-attendance after three or more days, phone calls are made to parents. If need be, home visits are conducted, parent interviews are held and finally, letters informing parents of the consequences of non-attendance are issued as per DET's policy and procedure stated above.

In addition, key strategies we use to increase attendance are:

- 100% and 95% attendance term, semester and whole year awards to individual students
- Encouragement letters to low attending students who have improved attendance
- Weekly 'best attendance' award presented on assembly
- 20 – day challenge for identified lower attending children to incentivize coming to school every day
- Every classroom has visible posters to encourage 'Every Day Counts' and wall charts that show class student attendance
- Promotion of 'Every Day Counts' on school website and regularly in school newsletter
- Employment of additional Teacher Aide time to monitor and follow up on unexplained absences

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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 between Indigenous and non-Indigenous students

The 'gap' between our Indigenous and non-Indigenous student results at HSS is significantly less than those of their counterparts across Queensland. The attendance, attainment and retention rates of our Aboriginal and Torres Strait Islander students are better than those in the North Queensland Region.

In 2017, our Indigenous students continued to make improvement in NAPLAN Reading, Writing & Numeracy compared to previous years and were close to the levels of their non-Indigenous peers.

Conclusion

Thank you for taking the time to read this report. A hard copy is available from the school office. Please call 47595333 to ask for a copy.