Bracken Ridge State School
Queensland State School Reporting
2014 School Annual Report

Postal address	1 Binburra Street Bracken Ridge 4017
Phone	(07) 3869 7888
Fax	(07) 3869 7800
Email	the.principal@bracridgss.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	Melissa Burke (Principal)

Principal's foreword

Introduction

I am pleased to have this opportunity to report on the achievements of the Bracken Ridge State School for the 2014 school year. The 2014 School Annual Report outlines the progress of the school, highlighting in particular the academic performance of the school during 2014.

Bracken Ridge State School fosters a supportive school environment that recognises and celebrates the individual. We have a proud record of working with parents and the school community to improve learning outcomes for all students. Achieving good educational outcomes is dependent on this successful partnership between parents and school.

Bracken Ridge State School is committed to the provision of quality programs in all areas but particularly in Literacy and Numeracy which are major focus areas of the school. Our curriculum offerings are current and designed to ensure that students are prepared for the challenges of the future.

Last year's Quadrennial School Review has identified areas that would shape the future direction of Bracken Ridge State School. These include:

- Enhancing Teaching and Learning, Preparing and implementing the National curriculum;
- Implementing the Recommendations from the Teaching and Learning Audit;
- Implement the School Improvement Strategy (Numeracy, Reading and Science);
- Enhancing School Culture by building a better partnership between school and community;
- Developing an expert teaching team focusing on staff leadership and pedagogy;
- Develop and maintain partnerships that will result in high yield quality teaching and learning through the Coaching Program;
- Provide timely, targeted and relevant professional development for all staff;
- Improved Community Engagement and Supportive School Environment.

Since the previous Teaching and Learning Audit, the school has made progress in five out of the eight domains. The school scored Medium and Highs in all eight domains across the audit. These include:

Explicit Improvement Agenda – Setting Targets with Achievable Timelines;
- Analysis and discussion of Data – Analysing Data and impact on teaching programs, centralised system for data collection;
- A Culture that Promotes Learning – Building on a strong and positive culture and relationships between staff, students and parents.
- Targeted Use of School Resources – Ensure even distribution of resources that support all students rather than only students needing support;
- An Expert Teaching Team – Strategies for formal mentoring and Coaching between staff and explicit whole school PD Program.
- Systemic Curriculum Delivery – Development of cohesive Curriculum Programs especially English, Science and Mathematics;
- Differentiated Classroom Teaching – Goal setting and usage of data to inform student needs.
- Effective Teaching Practices – Feedback and Professional Development for all staff, teaching and non-teaching.

As part of the Learning and Teaching Audit the school also undertook a Discipline Audit at the same time. The school scored Medium and Highs in all five domains across the audit. These include:

- Principal Leadership;
- Parent and Community Engagement;
- Data and Informed Decision Making;
- Clear Consistent Expectations for Behaviour;
- Explicit Teaching of Appropriate Behaviour to All Students.

This report will feature the review of the key directions of Bracken Ridge State School. We aim to ensure that we are developing learners for the 21st Century. We also aim to create an environment in which our school and the wider community are embraced and engaged in the richness of learning and to develop an understanding that we are delivering a first class curriculum for our future generations.

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

School progress towards its goals in 2014

Key Priorities undertaken in 2014:

School Curriculum - Teaching of Reading. Reading target of 100% above NMS and 30% U2B. Year 3,5,7 - Teaching of Mathematics Numeracy Target 100% above NMS and 30% U2B. Year 3, 5, 7 - Implement the Australian Curriculum, C2C - Implement the whole school Intervention Program - Continue to implement Fountas and Pinnell Benchmarking System for consistency throughout the school - Use System and Local School Data to focus on local and core learning priorities in the classroom - Focus on the Explicit Teaching Model, especially Warmups in Mathematics - Continue the Coaching Program focusing on improved and effective pedagogy – Problem Solving & Guided Reading - Focus on Explicit Teaching of Guided Reading	NAPLAN English, Maths, Science, History, Geography Implemented Implemented PAT M, R, W&S NAPLAN Narrative, Persuasive Texts Implementing Implementing	Continue with targets of 95% NMS and 30% U2Bs Include Civics and Citizenship & Economics and Business 2015 Continue in 2015
School and Community - Productive partnerships between school community and stakeholders. - Improvement communication strategies and transparent policies.	97% SOS Parent data in 2013 – this is a good school	89% SOS Parent data in 2014 – this is a good school
Teaching Practice - High Quality and Consistent Pedagogical Practices. - Teaching & Learning - Consistent Planning and Improvement - Planning For Improvement - Evidence based decision making	All programs implemented 2014 with success	Review and a greater focus on data in 2015
Principal Leadership and School Capability - Instructional Walkthroughs - Developing work performance, DPP	Programs implemented	2015 Staff PDP to undertake training in AITSL standards, and develop DPP's
Other School Requirements - SWPBS Implementation - KidsMatter Framework - Peer Leadership - Implement Recommendations from T&L and Discipline Audit - Integrating ICTs in classroom programs	Implemented successfully Implemented successfully Implemented successfully Begun implementation Continued	Continue 2015 as Tier 2 school Continue 2015

Future outlook

Bracken Ridge State School will continue to meet the learning needs of all students Prep to Year 6 in the Bracken Ridge Community. Our curriculum offerings are current and designed to prepare students for the challenges of the future. Maximising achievement especially in the areas of Literacy and Numeracy through rigor and the implementation of ACARA syllabus documents via C2C. Student welfare and social education will continue to be priorities. This will be supported through professional development of all staff and teacher aides over the next year.

- Implement the Australian Curriculum;
- Implement whole school pedagogical practices – Pedagogical Framework;
- Using data to inform teaching practice;
- Develop instructional leadership with a focus on workforce performance and data;
- Develop productive partnerships with students, staff, parents, and the community;
- Improve school performance focusing on the Schools Explicit Improvement Agenda;
- Higher focus on Explicit Teaching Model and Evidence based decision making;
- Narrow focus of the curriculum – Guided Reading and Comprehension and Problem Solving in Mathematics;

- Continued implementation of SWPBS with support from Kidsmatter;
- Development of Literacy Blocks.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	455	227	228	88%
2013	437	222	215	95%
2014	428	210	218	93%

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

Characteristics of the student body:

Our school enrolment in 2014 sat at around 430 students in Years Prep to 7. Special Education Program and Prep students are included in the primary school numbers. There has been a steady decline in student numbers from 539 in 2008 to 437 in 2014. There are 17 class groups with an average of 2 drafts in each year level; some of these classes are of a composite nature. Most classes are within EQ target guidelines of 25 for Prep – Year 3, and 28 for Year 4 – 7. There have been exceptions when some classes went over the limit due to unexpected growth during the year or decline due to the itinerant nature of some of the families.

There is a cultural diversity in the local community as reflected by our student population. Approximately 4 % of our students are from non-English speaking backgrounds – Indian, Pacifica Nations, Sri Lankan, Middle East, Burmese, Asian and African nations. 12% are from Aboriginal and Torres Strait Island background. Bracken Ridge has traditionally been seen as of middle socio-economic status but there is a growing proportion of families with financial insecurity. There is a high proportion of families with dual incomes as well as a very high proportion of families in the single parent category.

Our SEU (SEP) caters for around 28 students from Prep – Year 7 with related disorders, mainly autistic spectrum disorders and intellectual impairment.

Students are drawn mainly from the neighbouring areas of Taigum, Sandgate, Bald Hills, Brighton, Nashville and of course the immediate area of Bracken Ridge. The majority of parents place great importance on education and provide positive support for their children. A majority of students undertake secondary education at our feeder high schools of Sandgate District SHS and Bracken Ridge SHS. A small number attend other nearby High Schools and private high schools after leaving Year 7.

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3	22	20	19
Year 4 – Year 7 Primary	24	25	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	72	53	67
Long Suspensions - 6 to 20 days	4	1	0
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Essential Learnings and Standards – Technology, The Arts, HPE, Instrumental Music Program & LOTE;
- Teaching Strategies – Numeracy and Literacy Coach with teachers. Focus on Comprehension, especially on inferential comprehension (QAR), Explicit Teaching Model, Teaching of Reading – Using Data and Differentiation;
- Focus also on Problem Solving;
- Assessment Practices – School Assessment Guidelines, Internal Monitoring Strategies, PAT Maths, PAT Reading, PAT Written Spelling, Fountas and Pinnell Reading Benchmark System, Teaching through Data from NAPLAN, school data and moderation;
- Reporting – twice yearly for Year Prep - 6;
- System Priorities – NAPLAN & ACARA English, Mathematics, Science (C2C).

Extra curricula activities

- Instrumental Music, Concert Band and Senior and Junior Choirs;
- Mathematical Tournaments;
- Under Eights Day;
- School Leaders Program;
- Intra school Sports;
- Inter school Sports;
- Chaplaincy Program – Camping program at a number of sites;
- Readers Cup;
- Swimming Club offered through Bracken Ridge Swimming Club;
- Before and After school Care offered through Jabiru;
- School Camping Program – Year 5 and 6 students.

How Information and Communication Technologies are used to assist learning

The school has two fully networked computer labs as well as at least three networked computers in each classroom. Classroom computers allow for small group learning integrated with literacy and numeracy. The fully networked computer labs let students undertake ICT lessons which allows for innovative learning experiences using multimedia programs. Networked computers enable all students to access the internet, email and school Intranet. Most classrooms integrate some form of ICTs into their classroom programs. Some teachers have a Virtual Classroom or EdStudio operating, where students and parents log in for interactive communication. Some classrooms have Interactive Whiteboards with more to be installed in 2015 as funds allow. This is the school's continuing response to integrating ICTs in the curriculum.

The school installed a full wireless network in 2012 with coverage right throughout the school. This has helped greatly in providing flexibility and increased usage of C4T devices and the utilisation of the school's small collection of iPads. The school is also planning an upgrade to its wireless network in 2015, to support accessibility and usage, as well as coverage across the school.

Challenges for 2015 will include the continuing improvement of the integration of ICTs into classroom programs, implementing the Smart Classroom Agenda and increasing the number of teachers using an EdStudio interactively with their students.

Social Climate

Bracken Ridge State School is located in the northern suburbs of Brisbane. The school services the areas of Bracken Ridge, Taigum, Sandgate, Bald Hills and Brighton. The school opened in 1957 with an enrolment of 53 students. This number rose to 1200 in the 1980's, while this year's enrolment is around 430 students, Prep to Year 7 students.

The school community is a mix of the socio-economic strata. This profile is steadily changing as a proportion of the overall school community access public housing. Financially there is little scope for economic and cultural support within the Bracken Ridge Community; however such opportunities are available within close proximity. Few employment opportunities exist within the suburb, with most families being employed elsewhere. The need for extended, flexible childcare is a priority for this community.

In 2013, the school was accepted into the School Wide Positive Behaviour Support Program. SWPBS is a research-validated organisational framework which supports explicitly teaching and reinforcing expected student behaviours and actively acknowledging students for demonstrating positive behaviours in the school environment. It regards every part of the school as a teaching and learning environment and every staff member as part of the SWPBS approach. The school has produced a coordinated school wide implementation Action Plan, which takes into account a range of factors which may influence student behaviours and addresses behavioural issues both in and outside of the classroom. The plan also includes strategies for involving families and community in improving student discipline. This strategy will continue in 2015. The SOS data indicated that student behaviour is an area that the school needs to be more consistent in.

A school Chaplain working two days a week provides pastoral care and supportive strategies that enhance the social and emotional wellbeing of students. School decision making is collaborative through staff meetings, Parents and Citizens Association forums and for students through the Student Representative Council.

In a recent School Opinion Survey, 96% of students and parents report that they were getting a good education at Bracken Ridge School. It is a good school particularly where students feel safe, treated fairly and were happy to be at school. 89% of parents were happy that Bracken Ridge State School is a good school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	91%	94%	96%
this is a good school (S2035)	97%	97%	89%
their child likes being at this school* (S2001)	97%	97%	95%
their child feels safe at this school* (S2002)	100%	100%	93%
their child's learning needs are being met at this school* (S2003)	82%	94%	93%
their child is making good progress at this school* (S2004)	91%	94%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	88%	95%
teachers at this school motivate their child to learn* (S2007)	94%	100%	95%
teachers at this school treat students fairly* (S2008)	97%	87%	80%
they can talk to their child's teachers about their concerns* (S2009)	91%	91%	98%
this school works with them to support their child's learning* (S2010)	97%	82%	98%
this school takes parents' opinions seriously* (S2011)	96%	93%	89%
student behaviour is well managed at this school* (S2012)	88%	78%	71%
this school looks for ways to improve* (S2013)	94%	94%	87%
this school is well maintained* (S2014)	94%	88%	80%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	84%	94%	94%

Performance measure			
Percentage of students who agree[#] that:	2012	2013	2014
they like being at their school* (S2036)	80%	90%	90%
they feel safe at their school* (S2037)	77%	90%	94%
their teachers motivate them to learn* (S2038)	94%	97%	98%
their teachers expect them to do their best* (S2039)	94%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	89%	92%	93%
teachers treat students fairly at their school* (S2041)	84%	93%	89%
they can talk to their teachers about their concerns* (S2042)	70%	90%	79%
their school takes students' opinions seriously* (S2043)	83%	81%	80%
student behaviour is well managed at their school* (S2044)	56%	68%	72%
their school looks for ways to improve* (S2045)	85%	95%	96%
their school is well maintained* (S2046)	76%	86%	87%
their school gives them opportunities to do interesting things* (S2047)	86%	92%	91%

Performance measure			
Percentage of school staff who agree[#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	97%
they feel that their school is a safe place in which to work (S2070)		100%	97%
they receive useful feedback about their work at their school (S2071)		77%	92%
students are encouraged to do their best at their school (S2072)		96%	100%
students are treated fairly at their school (S2073)		93%	100%
student behaviour is well managed at their school (S2074)		56%	76%
staff are well supported at their school (S2075)		65%	89%
their school takes staff opinions seriously (S2076)		63%	95%
their school looks for ways to improve (S2077)		85%	95%
their school is well maintained (S2078)		89%	92%
their school gives them opportunities to do interesting things (S2079)		70%	92%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents were offered a wide range of opportunities to become involved in their child's education. We have an active and enthusiastic P&C, a caring supportive After Hours School Care and Vacation Program, and many volunteers who together support our staff to encourage and provide guidance for our students. From seeking parent opinions in the matching of class placements to volunteering in the classrooms, parents have a number of avenues to be involved in the school. These include:

- Regular parent teacher meetings and conferences both formal and informal;
- Frequent home school communication – newsletters, special notices and advertising (electronic alternative);
- Training programs for parents such as Reading Support;
- Parents and Citizens Association Meetings, held on the third Thursday of each month;
- Written semester report cards and Opinion surveys;

- Parent/Teacher Welcome sessions conducted at the beginning of each year;
- Celebration of music and culture through Twilight Concerts at the end of each Term;
- Active parent group who provided feedback as part of the school's Quadrennial School Review process.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return.

The installation of Solar Heat Panels at the end of 2009 has enabled the school's energy consumption to be reduced. The school developed a School Environment Management Plan (SEMP), at the beginning of 2011 to help reduce the school's environmental footprint. Integrated Units of work were developed for Year 4 – 6 students to identify areas where the school can decrease its impact of its environmental footprint. The addition of the new multipurpose hall has added greatly to electricity costs from 2011 to 2014. Water usage has seen a spike, due mainly to leaking water pipes that were undiscovered until late 2012. This was due to ageing water carrying pipes, as well as the impact of overgrown tree roots throughout the system. A program is now in place to reduce the impact of trees growing too close to infrastructure.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	170,165	20,487
2012-2013	270,291	3,241
2013-2014	260,608	2,174

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.
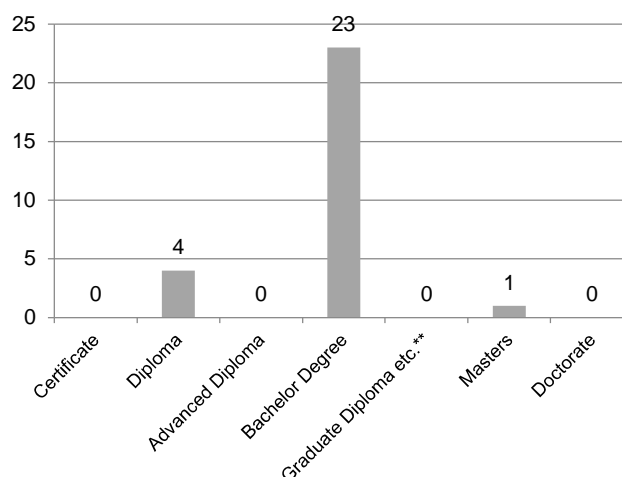
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	22	<5
Full-time equivalents	26	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	23
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	**28**

*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 2014 were $19 725.38

The major professional development initiatives are as follows:

- SWPBS
- Behaviour Management – Essential Skills
- THRASS
- QAR Program
- The Teaching of Reading
- CPR
- Numeracy Coaching
- Working with Data
- ACARA Preparation
- School Pedagogical Framework
- Instructional Leadership Strategies
- Reading – Fountas and Pinnell Benchmarking System,
- WHS and Asbestos Training
- STRIVE
- Special Needs Support – Autistic Spectrum Disorder, Hearing Impairment

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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

Find a school

Search by school name

[   ] GO

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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

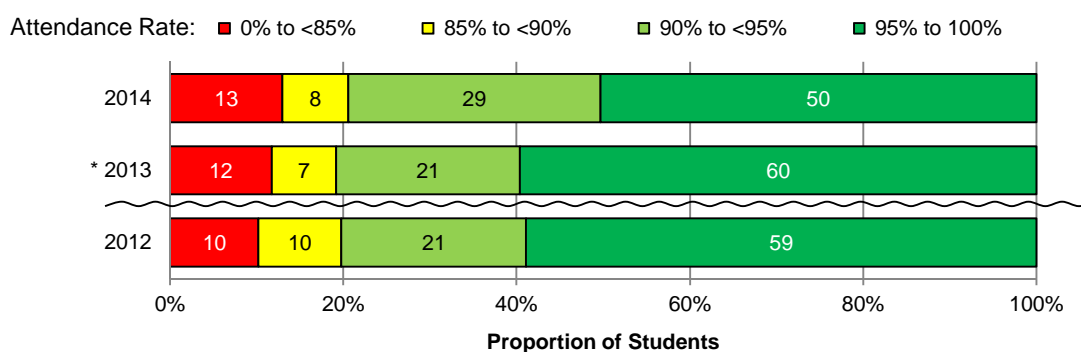| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	95%	93%	94%	93%	95%	93%					
2013	94%	94%	94%	93%	93%	92%	93%					
2014	94%	94%	93%	94%	93%	92%	92%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	13	8	29	50
* 2013	12	7	21	60
2012	10	10	21	59

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 were marked twice per day, morning and afternoon, with rolls entered onto the OneSchool at least twice per week;
- Procedures for parental contact when a student is ill or away for some reason were advertised in the school newsletter regularly;

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- Parents contacted by the teacher initially and then the administration (by phone or by note) if a child is away for more than 3 days unexplained or a regular pattern of unexplained absences is noted;
- If there is no explanation, a follow-up letter according to DET policies, SMS PR 29 and 36 will be sent home to parents;
- A home visit may be organised through the Principal and the Guidance Officer if safety concerns are satisfied. In extreme cases a report will be forwarded to DOCS if it involves other family circumstances, safety or child protection issues.

Proactive strategies for increased attendance and enrolment includes:
- School and Prep Open Days;
- Advertising in local newspapers;
- Website notices and advertising;
- School performances in school community events – band competitions, choir performances, competitions.

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

Search by school name

[   ] **GO**

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government
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Achievement – Closing the Gap

There were 37 Indigenous students enrolled at BRSS in 2014. This is about 8% of the school enrolments.

The school's Data Profile for Year 3 in 2014, demonstrated in Reading, and writing, the gap had closed between Indigenous and Non-indigenous students. In Numeracy however, there is still a significant gap between Indigenous and Non-Indigenous students. This is due in part to the lower number of indigenous students in Year 3 and the results of the targeted programs put into place by the school. School programs aimed at decreasing this gap further included –Coaching strategies through the Numeracy and Literacy Coach, and explicit teaching goals for Reading Comprehension. It is important to acknowledge that there were only 5 indigenous students enrolled in 2014 in Year 3.

In Year 5, there were only 3 Indigenous students enrolled. The gap in Reading, Writing and Numeracy increased dramatically between Indigenous and Non-Indigenous students.

A part of the Closing the Gap strategy has been the involvement of indigenous students in the Upper 2 Bands to participate in an online teaching program called Solid Pathways.

In Year 7, there were two indigenous students enrolled. The gap in Reading and Writing increased between Indigenous and Non-Indigenous students, although, in numeracy there was no gap. Students achieved at 100% above NMS.

The gap between Indigenous and Non-Indigenous attendance rates decreased in 2014 to about 3%. Around 52% of Indigenous students are in the 90 – 100% attendance range compared to the non-Indigenous students of 71% (Semester 2, 2014). This was an improvement on the 2013 attendance data. Strategies to help reduce this gap included forming an Indigenous parents group and seeking a parent contact that can liaise with the parent community as well as regular contact with parents to discuss their child attendance and academic achievement.