Principal's foreword

Introduction

This report details the growth, development and performance of Clover State School in 2012. It provides parents and members of the school community with information about our program development, teaching and learning foci, community partnerships and standards achieved by our students.

Our motto ‘Expect Excellence’ is a constant reminder that achieving our potential comes down to each member of our school community doing the best we can on a daily basis. This also involves constantly improving our skills as lifelong learners.

In partnership with parents and our wider school community, Clover Hill State School strives to provide students with access to a high quality education that equips them with knowledge, skills and attributes necessary for their future and which enables them to participate in, contribute to and connect to cultures and knowledge of the world. The curriculum at Clover Hill is student centred and based on inquiry based learning.

Established in 2004, Clover Hill boasts being the only primary school in Australia to have a purpose built Design and Technology Centre where students can work with functional materials and operate specialised equipment to produce projects which demonstrate their knowledge, understanding and use of technology. Clover Hill also has a purpose built science laboratory.

Clover Hill State School’s professional community is built around high performing teams and this is our vehicle for operationalising school improvements. Clover Hill boasts having an ‘excellent’ reputation for offering quality educational programs that cater to students’ learning needs. We pride ourselves in providing a safe and supportive environment and achieve this by setting high expectations, high standards and expecting ‘Excellence’. We are also fast becoming renowned as a School of Excellence in our Arts/Dance program.

As well as highlighting the strengths and successes of Clover Hill State School during 2012, this report also details the areas for further development in 2013. It is with great pride that I report on the achievements of Clover Hill State School.

Gayle Alessio
Principal
School progress towards its goals in 2012

During 2012 we:

- developed actions to align to our school improvement agenda – reviewing data and re-establishing aspirational school wide targets and standards of achievement in the areas of Reading, Mathematics, Writing and developing student’s ability to think analytically (Higher Order Thinking Skills)
- enacted an improvement agenda informed by the Teaching and Learning Audit
- implemented the Australian Curriculum in English, Maths, LOTE and Science – adapting the C2C (Curriculum to the Classroom) resources developed by DETE
- reviewed our Curriculum Handbook/Pedagogical Framework to align to the implementation of the Australian Curriculum – incorporating our agreed upon teaching practices
- prepared our students for the National Assessment Program – Literacy and Numeracy Test (NAPLAN)
- provided professional development to staff – aligned to our School Improvement Agenda and Australian Curriculum
- implemented a range of intervention programs to support the needs of all underachieving students
- integrated Information Communication Technologies into learning across all Key Learning Areas
- continued the implementation of ‘You Can Do It’ social/emotional curriculum across the school
- continued to give our Student Leaders voice through Student Council and Senior Leadership program
- expanded the implementation of our class parent representative program.
- provided opportunity for students to participate in a wide range of extra-curricula activities
- participated in the cluster schools public speaking competition known as “Little Voices / Speaking Out”
- celebrated the talents/achievements of our students through our Arts & Excellence Award night
- Consolidated the implementation of One School as the operational environment for school data, curriculum plans and financial operations.
- renovated our library/resource centre into a vibrant ‘Learning Hub’ where students from Prep to Year 7 are ‘engaged’ – ‘challenged’ – ‘connected’ and ‘inspired’ in the learning process.
- Further developed staff and student awareness and understanding of environmentally efficient practices.
- Engaged all staff in the Developing Performance Planning process
- Implemented a collaborative coaching program to further staff skills

Future outlook

During 2013 our school will:

- establish aspirational school wide targets and standards of achievement in Literacy and Numeracy
- implement strategies to support our School Improvement Agenda focus
- implement the Australian Curriculum in English, Mathematics, Science and History – adapting the C2C resources to meet the individual needs of students
- implement our whole school Pedagogical Framework – agreed upon teaching practices
- track student achievement (relative gain) – using assessment data
- further partnerships with parents – through our Class Parent Representative Program and P&C Association
- prepare our students for the National Assessment Program – Literacy and Numeracy Test (NAPLAN)
- plan the transition for Year 7 to high school
- celebrate the talents/achievements of our students through our Arts & Excellence Award presentations
- continue to provide opportunity for students to participate in a wide range of extra-curricula activities
- participate in the cluster schools public speaking competition
- review staff Developing Performance Plans
- implement a range of support programs to support the needs of all underachieving students (inclusive of student who are achieving at level and moving them beyond with enrichment and extension opportunities).
- Implement a ‘Clover Challenge’ program – junior and senior class to cater for higher performing students
- Further the implementation of our collaborative coaching program
- Implement classroom walkthroughs
- further the implementation of our SEMP plan to reduce energy usage, reduce water usage, reduce waste and increase biodiversity in our school – develop our ‘Kitchen Garden’ Project using permaculture principles.
- expand the implementation of our ‘Program Achieve-You Can Do It’ social/emotional curriculum across the school – aligning it to our Responsible Behaviour Plan for Students
- further engage our Student Leaders – Student Council into school operational decision making.
Our school at a glance

**School Profile**

Coeducational or single sex: Coeducational  
Year levels offered in 2012: Prep - Year 7

<table>
<thead>
<tr>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>854</td>
<td>397</td>
<td>457</td>
</tr>
<tr>
<td>2011</td>
<td>902</td>
<td>444</td>
<td>458</td>
</tr>
<tr>
<td>2012</td>
<td>917</td>
<td>448</td>
<td>469</td>
</tr>
</tbody>
</table>

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

**Characteristics of the student body:**

As a % of previous year enrolments our year on year progression rate is very strong within our junior school. This % decreases within our senior school as many of our students are offered scholarships to attend private or state schools offering a middle schooling program.

Our school community has experienced rapid growth over the past few years with a growing number of families immigrating to Australia from a number of Nationalities. 26 Nationalities are represented - drawing from the following countries: NZ, England, Netherlands, USA, New Caledonia, Pakistan, Iceland, Cambodia, Philippines, Germany, Ireland, South Africa, Indonesia, Denmark, Croatia, Wales, Japan, India, Switzerland, Thailand, Singapore, Spain, Africa, UK and Czech Republic.

Less than 3% of our student body are ESL (English as second language) students and only 2% of our student population is Indigenous.

**Average Class sizes**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>28</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

The Curriculum Program covers all Key Learning Areas – English, Mathematics, Science, The Arts, Studies of Society and the Environment, Technology, Health and Physical Education and Languages Other Than English (Japanese). Our distinctive curriculum offerings include:

- Design and Technology program – utilizing our purpose built facility
- A school commitment to Science utilising our science centre facilities
- A whole school ‘You Can Do It’ Social / Emotional curriculum is implemented
- Interactive whiteboards, iPads, IPods and laptop computers are used extensively throughout the school

We also offer a range of personalised programs to support students with identified needs. These include:

- Year 3, 5, 7 Literacy and Numeracy intervention – small group intervention with Support Teacher and intervention teacher aide to assist with NAPLAN preparation
- Year 1, 2, 4, 6 Literacy and Numeracy intervention – small group with intervention teacher aide
- Support-A-Talker - Targeted to Prep and Year 1 students, facilitated by our trained intervention teacher aide
- Facilitated Language Programs, written by our Speech Language Pathologist with specific language goals for targeted students. Each program is run by a trained intervention teacher aide 2-3 times per week
- Intervention teacher aides offer reading opportunities with targeted students before school in the Learning Hub to reinforce reading skills and strategies
- Somerset Reading Program – targeted Year 4 students work with volunteer Somerset High School students once per week before school in the Learning Hub
- LEO (Learning Engagement Online): an on-line one-on-one learning program for students who are risk of disengaging with their learning. This program is supported by our Chaplain and Administration Team
- Titans’ Learning Program with selected students
- Project 600 online Mathematics Program with selected Year 4 students once per week

We are committed to further personalising learning to meet individual student needs and offer student enrolment in a number of online learning programs. Students engaged in these programs participate in one web conference per week for 1 hour. Students also complete activities outside of the web conference. Our involvement in on line learning projects provide students with the chance to experience learning with an online teacher and students from other schools.

- **Project 600**: This Year 4 initiative supports students working within the average range with the aim of moving them beyond average.
- **Mathletics**: an on-line program that allows teachers to personalise programs to suit student’s mathematical skills
- **Language Perfect**: an on-line program which enables students to study a number of languages other than English
- **Maths On Line program**: This program also provides opportunity for teachers to personalise programs to student’s learning level.
- **Reading Eggs**: This on line learning program supports individualising reading.
Our school at a glance

Extra curricula activities
- Sport – athletics, rugby league, taekwondo, swimming, cross country, tennis and morning fitness
- Instrumental Music Program including percussion, strings, keyboard
- Dance – including Hip Hop, Contemporary and Musical Theatre
- Choral program
- Wipe out Waste Program
- Student Council
- Bike Safety Program
- School Camps
- Student Discos
- Speech and Drama lessons and club
- Fine Arts program lessons
- Robotics
- Breakfast Program* (coordinated by our Chaplain)
- Homework club

How Information and Communication Technologies are used to assist learning

Clover Hill State School provides a learning environment that furthers students’ ability to use new technologies to transform knowledge and skills into products, solutions and new information. Our E learning vision is for our students to develop into digital learners who
- operate as digital citizens who act ethically, legally and responsibly
- become skilled operators of ICT to discover, collect, organise and store data
- have information fluency and are able to apply digital tools to problem solve
- are creative and critical thinkers and that can construct knowledge and develop innovative products and processes
- communicate and collaborate in real life projects
- develop their skills in ways of working technologically in today's world

Our Aim is that staff
- respond to the needs of the 21st century learners- designing open ended and engaging design challenges
- extend beyond face to face learning to digital and virtual learning environments
- are continually provided with opportunities to improve their professional practice

Clover Hill houses 130 PCs which fall part of a replacement schedule and over 40 laptops. The computers are configured within classroom pods as well as access to a bank of 28 laptop computers housed in our learning hub. We have 100% connectivity. In 2012 we enhanced the Wireless access within the school with connectivity now available in I Block as well as within the Learning Hub. Students and staff have access to a myriad of peripherals and digital technologies to support teaching and learning. We have a banks of I-Pads (50 devices) to further support mobile learning. Clover Hill is innovative in its approach to the use of ICTs to enhance learning. Each early learning classroom is equipped with an interactive whiteboard whilst our senior classes have access to data projector technology enabling them to demonstrate strategies and engage students. Students can be regularly seen exploring hard and soft digital technologies such as video cameras, digital cameras, robotics equipment to interactive and web based software. We have used flexible staffing to employ an E-Learning Mentor who supports teachers in developing their digital pedagogy.
Our school at a glance

**Social climate**

Students and parents alike acknowledge that Clover Hill State School is their preferred choice of primary school education. They indicate overwhelmingly that they consider Clover Hill to be a supportive learning environment in which students are treated fairly and they feel safe. Students and parents also acknowledge the high expectations and focus on expecting excellence.

Parents feel that Clover Hill provide their children with good learning opportunities and have an expectation that this will lead to their future success as lifelong learners. Parent Opinion Survey results have rated school-community relations as significantly above the state and like school average. Similarly, parents also have rated our school as providing a ‘safe, supportive and productive learning environment’ as above state and like school data.

These results are in large part due to our focus on furthering respectful relationships, as well as the extensive support and social programs that are in place which include:

- Buddy classes
- Student Leadership program – student council
- Program Achieve - You Can Do It Social / Emotional Curriculum

Student behaviour in our playgrounds is monitored and recorded by staff on duty – providing valuable information to track both positive and negative student interactions over time. This information is used to counsel and support students. An experienced Developmental Guidance Officer works at the school and is an integral member of our school’s Special Needs Committee.

We also have engaged the services of a Chaplain who provides a number of supportive programs for students and families.

- Rock and Water program – this program teaches students valuable social skills
- MAD – Making a Difference Program – students work in our ‘garage’ and use carpentry skills to make a product to benefit others (either through funds raised ie dog kennels or donation ie bicycle wheelchairs)
- Breakfast program – a nutrition based program which provides basic needs and social skills
- Boys club – focusing on communication and cooperative social skills
- Games program – offers the opportunity for students to hang out in a safe environment and enjoy company of others
- Boost Mentoring program – adults within our wider community befriend students as a big buddy/mentor

Parent and Student Opinion survey data validates the safe and supportive learning environment that our school provides. The Clover Hill school community is also known for its care and generosity towards others – we have implemented many ‘Pay it Forward’ initiatives through our Student Council Program. Our student council also continues to raise funds for Leukaemia Foundation, Daniel Morcombe Foundation and the Animal Welfare League.
Our school at a glance

Parent, student and staff satisfaction with the school

There is no “I” in TEAM as Together Everyone Achieves More – this catchcry is at the foundation of our Clover Hill school community. Education is a home-school partnership and without the support, encouragement and cooperation of all stakeholders within our school community we wouldn’t achieve the great reputation that we have. The widespread involvement and support of parents, teachers and students is at the cornerstone of our success.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:

<table>
<thead>
<tr>
<th>Statement</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>90.3%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>96.8%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child’s learning needs are being met at this school*</td>
<td>90.3%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>87.1%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>96.8%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>90.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>86.7%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>90.0%</td>
</tr>
<tr>
<td>they can talk to their child’s teachers about their concerns*</td>
<td>93.5%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>90.3%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>88.9%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>90.3%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>93.5%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:

<table>
<thead>
<tr>
<th>Statement</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>96.6%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>96.7%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>98.3%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>94.2%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>94.9%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>82.4%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>80.5%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously*</td>
<td>89.1%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>90.6%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>92.5%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>94.8%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>92.3%</td>
</tr>
</tbody>
</table>

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:

<table>
<thead>
<tr>
<th>Statement</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>94.6%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>99.2%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.
* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.
Involving parents in their child’s education

Clover Hill believes student learning progress is dependent upon a partnership between home and school. Communication is promoted through weekly newsletters, class newsletters, formal and informal parent/teacher interviews. A strong sense of community is also evident with the large number of parents and caregivers attending weekly assemblies and special celebrations.

Strategies and opportunities for parents to be involved in their child’s education include:

- Parent / Teacher information sessions are held each year in February
- Parent / Teacher interviews are held at the end of Term One to discuss student progress
- Parent / Student / Teacher conferences are held in Term Three providing opportunity for students to share their report card achievements and future learning goals with parents
- Class Parent Representative program involves parents from each year level. This group meets once a month to discuss various aspect of school community involvement
- Access to a Parent Liaison Officer who inducts new families into our school community, provides information to parents on a needs basis and coordinates our Class Parent Program
- Parents and Citizen’s Association – meet every month
- Opportunities to work in a voluntary capacity – tuckshop, classrooms, resource centre, sports days
- ‘Friend-raising’ opportunities – helping out with fundraising events

Almost all parents are also involved in ‘at home’ activities including assisting with project or home work. Reporting student learning progress to parents is another essential component of involving parents in their child’s education at Clover Hill State School. Reporting to parents in written form occurs at the end of each semester. Our teachers use a wide variety of ways to track student learning progress. They collect samples of students’ work, they make observations of children working, they test student learning. As children are all different we don’t judge them against one another, we make decisions about what children are learning against a set of predetermined criteria; competency is not relative to the achievement of others.

Parent – teacher interviews are scheduled in Term One. We also believe that it is important that students are encouraged to take responsibility for their learning and behaviour and therefore, as part of our reporting process we schedule ‘Parent-Student-Teacher’ conferences in Term Three following the distribution of Semester One reports.

Parents are also encouraged to join with the school community to share their knowledge and expertise. Parents regularly join classroom teachers in attending our culminating ‘Celebration of Learning’ sessions where students share their learning with families. Clover Hill State School also holds a number of gala events to showcase and celebrate student’s learning achievements. These include:

- Years 4-7 Excellence in Learning Celebration ‘High Tea’ – to recognise students who demonstrate the highest academic potential or excellence in effort. (Term 3)
- Celebration of Excellence Evening – a tradition of celebrating excellence by recognising and showcasing individual achievements of students and groups of students.

Reducing the school’s environmental footprint

Efforts made in 2012 to reduce the school’s environmental footprint included:

- Recycling initiatives- recycling bins placed throughout school, toner recycling
- Revegetation of school
- Strong sustainability & environmental focus through curriculum delivery

In 2011 the school implemented a Sustainability Environment Management Plan and in 2012 the results have been evident in terms of our environmental footprint.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>252,782</td>
<td>2,293</td>
</tr>
<tr>
<td>2010-2011</td>
<td>241,776</td>
<td>3,055</td>
</tr>
<tr>
<td>2011-2012</td>
<td>205,520</td>
<td>2,616</td>
</tr>
</tbody>
</table>
Our staff profile

**Staff composition, including Indigenous staff**

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>63</td>
<td>27</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>54.6</td>
<td>17.4</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

**Qualifications of all teachers**

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>10</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>46</td>
</tr>
<tr>
<td>Diploma</td>
<td>10</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

**Expenditure on and teacher participation in professional development**

The total funds expended on teacher professional development in 2012 were $25538.

The major professional development initiatives are as follows:
- Science – Cutting Edge Science
- Leadership – Good to Great Program, Leading Learning
- Differentiation Mentoring Training – G&T
- Smart Classrooms – use of ICTs within classroom through ICT café’s
- Pedagogy – Literacy (First Steps, reading for meaning), Mathematics, Learning connections
- Code of Conduct
- Fire Safety
- Student Protection Training
- First Aid Training
- Collegial Coaching and Mentoring
- Curriculum Cafes covering a range of topics associated with our School Improvement Agenda.
- Leadership – QELI ‘Good to Great’ Program
- Australian Curriculum – through cohort planning
- QTU Union Representative training
- Special Education – network day
- Positive Schools Conference
- QCAT Training
- Japan Foundation Seminar

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

We engage all staff in professional learning opportunities through staff discussions and student free days.

**Average staff attendance**

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.4%</td>
<td>96.2%</td>
<td>96.5%</td>
</tr>
</tbody>
</table>

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 96.3% of staff was retained by the school for the entire 2012 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](image)

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>2011</td>
<td>95%</td>
<td>95%</td>
<td>93%</td>
<td>95%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>2012</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>9</td>
<td>9</td>
<td>32</td>
<td>54</td>
</tr>
<tr>
<td>2011</td>
<td>8</td>
<td>11</td>
<td>33</td>
<td>50</td>
</tr>
<tr>
<td>2010</td>
<td>8</td>
<td>13</td>
<td>31</td>
<td>47</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. At Clover Hill class rolls are marked twice daily (morning and afternoon). Administration and classroom teachers monitor student attendance carefully and send an SMS message to parents if their child/ren is not at school. Should attendance data become a pattern, the classroom teacher or Administrator (DP) makes a courtesy call to the home. If student attendance is deemed at risk and interfering with the learning achievement of students, parents are invited to the school to make a plan to discuss the issue. Repeated absences are directed to the Principal and procedures relating to truancy are enacted in line with DET policies and legislation.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/). To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

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

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
**Performance of our students**

**Achievement – Closing the Gap**

Clover Hill State School continually reviews and monitors the attendance and attainment of our indigenous student population. The attainment data collected through statewide and school assessment processes is analysed and intervention programs are implemented to ‘close the gap’.

During 2011-2012 all indigenous students accessing intervention support had individual learning goals. In 2012 nine indigenous students participated in the NAPLAN tests as opposed to no indigenous students participating in NAPLAN in 2011. In 2012 our Year 3 Indigenous mean was on par with the Qld State School mean for all students for writing. In 2012 our Year 7 Indigenous mean was above the Qld State and National Mean for reading and numeracy. It should also be noted that our Year 7 indigenous mean was actually above the State and National mean for non-indigenous students. The proportion of students by attendance range in Semester 2 2012 showed that whilst 4.7% of all student attendance was <85%, the indigenous student attendance rate range was 20%. As a result of this data we follow up and make personal contact with our indigenous families to discuss concerns.