



ANNUAL REPORT 2007

Yarrabah State School.

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Principal's foreword

Introduction

Yarrabah State School is a Pre-Prep – year 10 school situated in the community of Yarrabah in Far North Queensland. It was founded in 1871 as an Anglican Mission and the name Yarrabah is an Anglicanized word meaning 'meeting place'. The community of Yarrabah is situated on the southern shore of Mission Bay and has a population of approximately 3500 residents.

Yarrabah State School is a multi campus school comprising three separate campuses. A Pre-Prep campus is located 500 metres from the Primary Campus, with the Secondary campus (8-10) located 3.8km away.

A Special Education Unit supporting verified students with disabilities across all campuses is located at the Primary campus with a specialist facility provided at the Secondary campus also.

Students attending the school are of Aboriginal and/or Torres Strait Islander descent and enter school with cultural and linguistic backgrounds that are at variance to the non-Indigenous teachers who comprise the majority of teaching staff at the school. Most students speak Aboriginal English / Kriol as their home language and are taught Standard Australian English as an addition language at school.

Yarrabah State School is dedicated to the operationalisation of Queensland State Education's commitment to ensuring that all students attending State schools are provided with the opportunity to obtain a quality, comprehensive, balanced and equitable education. Priority action areas identified within the Partners for Success Strategy, MCMC, Middle Years and ETRF agendas along with school identified priorities guide the setting of school improvement and performance targets aimed at the continuous improvement of outcomes for Indigenous learners. The Bound for Success Strategy (Cape & Torres Strait) will inform and assist in aligning actions for the improvement of outcomes for Indigenous students.

Future outlook

School priorities 2007 include:

Improving Literacy and Numeracy competencies and performance of all students P-10.

- Focus on continued improvement of literacy and numeracy outcomes inclusive of ESL/D learning principles and pedagogies.
- The teaching of reading P-10.
- Mathematics and Literacy Strategy Curriculum Policy Review.

Development and implementation of a career and futures oriented curriculum

Early Years curriculum development, aligning Pre-prep, Prep and year 1-3 curriculum expectations, tracking,

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monitoring and reporting.

Middle Years of Schooling organisational and curriculum reform.

Focus on proactive supportive school environment practices.

Innovations in Education including integration of ARTS and Technology with Cultural education.

School Profile

Total student enrolments for 2007 was 515 (FTE) Indigenous students.

Yarrabah State School is a coeducational school offering a range of inclusive educational programs that value and support the students cultural and linguistic backgrounds.

Students attending YSS are of Aboriginal and/or Torres Strait Islander descent and enter school with cultural and linguistic backgrounds that are at variance to the non indigenous teachers who comprise the majority of teaching staff at the school. Many students speak Aboriginal English / Aboriginal Kriol as their home language and are taught Standard Australian English as an additional language at school.

Yarrabah State School provides quality education programs across three campuses located within the community of Yarrabah for students from Pre-Prep to year 10.

Yarrabah State School offers a Pre-Prep early education program at an off site Pre-Prep campus. Year level and Staged education is provided at the primary campus catering for students from Prep to year -7 (Stage 3). The Prep year commenced at Yarrabah State School in 2007 in two new purpose built classrooms. At the Secondary campus, a Secondary Education program caters for students in years 8-10

A Special Education Unit supporting verified students with disabilities across all campuses is located at the Primary campus with a specialist facility provided at the Secondary campus also. Teaching staff and Education assistants are timetabled across all campuses to provide maximum support for students with inclusive education a priority.

Yarrabah State School is a RAIS level 5 school offering additional (minimum) incentives for teachers who are appointed to the school. Yarrabah community has an Alcohol Management Plan (AMP) in place with alcohol restrictions which all staff, visitors and community members are required to comply with.

The education offered by the Yarrabah State School promotes the holistic development of each individual and ensures that the students are provided with opportunities to prepare them for both their present and future life roles by adopting the principles of effective teaching and learning, principles of second language or dialect learning and the principles underpinning outcomes based education, developing skills for life long learning.

The school is focussed on ensuring that students are afforded optimum opportunity to prepare them for senior schooling, further education and / or employment beyond school.

School Community Values and Beliefs

Members of the Yarrabah School Community are committed to:

- Providing meaningful education that is culturally relevant in an environment that looks, feels and sounds Aboriginal.
- Building better relationships between all participants within the school community by creating an environment that is supportive, encouraging and non-threatening to everyone.
- Achieving success and unity through cooperation, communication and determination to achieve common goals.
- Supporting students to feel confident to participate in all areas of academic, social and physical activities.
- Accepting the responsibility that provides for everyone to feel happy, safe, respected and valued at the school.

Implications for staff

Teachers appointed to Yarrabah State School are visitors to the community and are required to respect the responsibility associated with their role. They are required to respect the community cultures, values, beliefs and protocols and comply with the Departmental Code of Conduct.

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Statement of Purpose

Achieving the best educational outcomes for every child in our school. To provide excellence in education through promoting the best interests of students, commitment to quality and personal accountability.

Mission Statement

Unified for Student Success

School Motto

'Aim High Like a Seahawk'

Organisational Values

Students:

Is what I am doing promoting the best interests of the students?

Quality:

Is this the very best that I can do?

Accountability:

Am I prepared to take personal accountability for this?

Administration and Management

The administrative management base for the school is located at the Primary Campus.

The management team consists of a number of school staff who meet regularly and share responsibility for the dissemination of information and collaborative engagement of staff in decision making along with the Principal, Deputy Principal, Registrar, Supportive school environment officer, Home Liaison Officer, Teacher- Pre Prep and Secondary Head of Department. This team provides strategic leadership and management that is transparent, supportive, focused on professionalism and the establishment of productive, effective learning and teaching environments.

A Head of Curriculum (HOC) primary position was introduced in 2007 with a curriculum focus on increasing curriculum capabilities in the area of Information Communications Technologies across the curriculum. A number of leadership support positions have been implemented to support effective and efficient school operations and organisation, including year level & stage coordinators, specialist staff and program managers who represent staff on the management committee. All staff are encouraged to participate as active members of a range of management and curriculum committees.

A Special Education Team, lead by the Head of Special Education Services (HOSES), work in collaboration with staff and parents / care givers to provide inclusive education support for students with disabilities across the school's campuses.

A Supportive School Environment team has been established to support staff, students and families to ensure that supportive, proactive strategies are implemented that are focused on students' personal growth and development that encourages self confidence and opportunities to develop self discipline, provision of safe supportive learning environments and respectful behaviours. This team provides a conduit between school and home to support student attendance, engagement, social education and academic achievement.

Organisational Framework

The move to Staging as the organisational framework for classroom organisation and student placements for improving outcomes for Indigenous learners has proven to be effective since 2004 and will continue at Yarrabah State School.

Primary students are grouped into learning stages: year 1 (pre stage 1), Stage 1 (year 2 & 3) stage 2 (year 4 & 5) and

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stage 3 (year 6 & 7). These stages are home groups for students. Students are grouped according to ability for Literacy and Numeracy and journey to these ability groups 4 days a week for 50 minute Literacy (reading) and Numeracy (number) journey group classes. In this way the learning needs of all students is most effectively catered for. Journey groups provide for continual development through the stages and cater for differences in learning needs.

The staging framework enables all student's needs and abilities to be identified and catered for within a supportive and productive teaching and learning structure.

In 2007 Prep and Pre-Prep classes were introduced. Prep Staff participated in professional learning and development opportunities focussed on the Early Years Curriculum Guidelines and its implementation. Enrolment responses and attendance at prep throughout the year were high with all students predicted to enrol being enrolled and participating from early in term 1. Parent support for children entering their early years education was positive and supportive.

Core KLA subjects and electives provided the basis for Secondary curriculum programs with classes following a year level Secondary timetable for core subjects and some year level integration for electives. Timetabling of ability grouped English and Mathematics classes each morning were trialled at the Secondary campus in 2007 to support maximum opportunities for achievement by all students. A small group of students successfully participated in a one day a week Doorways to Construction program at Woree State High School with Yarrabah teacher support. This program will continue in 2008 for nominated students.

Our school at a glance

Curriculum offerings

Yarrabah SS implements an Integrated Curriculum Plan (P-7) which provides direction for planning and supports a sustainable focus on the achievement of outcomes for students. The integrated curriculum ensures continuity of developmentally appropriate teaching and learning opportunities across the broad range of syllabi.

Yarrabah State School's Curriculum Framework incorporates knowledge, skills and processes drawn from the integration of the SOSE, Science and Health Key Learning Areas which contextualise a unit of work. The Framework's focus is on active investigations. Other Key Learning areas are integrated as appropriate for authentic purposes or are planned for and taught separately in the timetable. Specialists provide programs for ICT, ARTS- music and performance, library and PE

Four Curriculum Organisers scaffold the progression of student learning. The four organisers equate to a minimum of 8 units of work (two from each organiser) over 8 terms (in no particular order). Early childhood classes implement shorter additional units each term. Literacy (English), Arts & Technology and ICT outcomes are embedded across the units at all levels as appropriate to 'authentic' unit integration.

Mathematics is treated as a separate subject and is only integrated into units of work if the purposes are 'authentic' and meet the desired outcomes for the unit of work.

Yarrabah State School's curriculum represents a sequence of planned and balanced learning experiences designed to meet the current and future needs of our students.

It requires teachers to:

Align teaching and learning, planning and implementation with the Whole School Integrated Curriculum Framework.

Embed English as Second Dialect Pedagogy into practice through the use of Walking Talking Texts as a framework for planning (primary)

Work in partnership with Education Assistants, Colleagues, Community members, Administration and students.

Identify their professional development needs in order to provide optimum opportunity for personal and school development in the achievement of outcomes for (indigenous) students.

Focus on a holistic, contextualised approach to curriculum development.

Make decisions about student needs, the learning and teaching process and resource requirements.

Provide opportunities for students to demonstrate learning outcomes.

Undertake purposeful, systematic and ongoing collection of evidence and to use this to make informed judgements about student's demonstrations of learning outcomes

Pre-Prep curriculum, assessment and reporting programs are informed by and align with Foundation Learning Areas and Early Years Curriculum Guidelines with student portfolios maintained to inform and report of student achievement and development. PREP curriculum is informed through the implementation of the Early Years Curriculum Guidelines.

Yarrabah State School priorities 2007-2009 include the development of a seamless Early Years Curriculum Framework that aligns the Foundation Learning Areas(Pre-Prep) until the Pre-Prep curriculum which is under development is released, Early Years Curriculum Guidelines and KLA syllabi. Early development of an Early Years curriculum framework focussed on continuity commenced 2007.

An inclusion focus for Students with Disabilities supports the continuous development of student learning outcomes as identified in Individual Learning Plans / Education Adjustment Plans. Education Support Plans are developed to support Students in Care. At the Secondary Campus subjects are taught on lines of the timetable as either core curriculum or as electives. Secondary students participate in timetabled lessons for a range of Core and elective subjects. The introduction of a literacy line on the Secondary timetable was introduced in 2006 and continued in 2007 with students grouped according to literacy ability, in particular reading comprehension. In 2007 students were similarly grouped according to assessed performance abilities for English and Maths.

Our school at a glance

Our distinctive curriculum offerings

An Integrated Approach forms the basis of the Yarrabah State School Key Learning Area Curriculum Plan. The principles underpinning this Integrated Outcomes Approach include:

- A clear focus on learning outcomes that determine the nature of the curriculum inputs
- A common understanding of what is expected – what the students will be able to do and know.
- Outcomes appropriate for the developmental levels of students.
- High expectations for all students.
- Learning outcomes provide a framework for planning, for deep learning and for assessment to develop learner's potential.
- Planning is learner centred, taking into consideration students' backgrounds, experiences, interests and prior understandings and assisting students to become life long learners.
- Expanded opportunities to learn acknowledging that students learn at different rates.

The Purpose of the Integrated Curriculum Plan include:

- Provision of a framework for achieving objectives of QSE 2010 that is responsive to the social, cultural and linguistic backgrounds and experiences of the students. The five key objectives for education in Queensland are:
- To prepare young people to be active participants in community life and to enjoy both economic and social success.
- To ensure young people have access to a range of high-quality education experiences that meet their diverse learning needs.
- To promote the learning and development of Queensland's students and communities through working together with our partners.
- To stimulate innovation, research and growth in Queensland.
- To develop the department as a performance-driven learning organization whose staff are committed to achieving excellent education outcomes for all Queensland students.

Innovation in ICT and the Arts integration

- Digital Dreaming Project integrates cultural histories and knowledge with modern technologies and provides a digital record of community histories and traditional stories.
- Interactive Digital Cultural texts are created and provided as reading resources for students
- Stories and cultural knowledge including language and music are integrated and form the basis of student performances (Croc Festival, local conventions and conferences, Community cabinet, Melbourne trip etc.) animations and stop motion and animated texts
- Secondary student BCT program provides opportunity to manage and lead a Virtual Business.
- Innovative and creative technology programs are offered at the Primary and Secondary campus with high levels of student engagement.
- Specialist music programs value and enable Indigenous perspectives to be embedded in practice. A successful didgeridoo making program is available for male students including making, learning how to play and performing with the instrument.
- Access to a range of Music teaching and learning programs is available to students with the support of a

Our school at a glance

skilled and innovative music specialist.

- ESL Learning
- English Oral language development is supported in the Early years through the implementation of an ESL:ILSS program in year one.
- The Walking Talking Texts Program as core preferred practice for teacher planning provides a framework which contextualizes and supports students English language learning.

Extra curricula activities

- Students at Yarrabah State School have the opportunity to be involved in a variety of extra curricula activities.
- Every opportunity is given to students to pursue personal interests in the field of sports to encourage and support possible career pathways. In 2007 Students participated in Netball, Rugby League, AFL, District and State sporting trials.
- Cultural programs including music and performance were offered.
- Participation in the Robotics Challenge was offered to students in both the Primary and Secondary campuses in 2007.
- A chess club was available for interested staff and students in 2007.

How computers are used to assist learning

Yarrabah State School recognises the need to support staff in targeting the improvement of outcomes across the curriculum for Indigenous learners. The focus for the Head of Curriculum (HOC) position was prioritised to focus on ICT integration and support in recognition of the increasing need to engage staff and students with ICTs for learning.

The use of ICT's for learning is identified as a priority area in the AOP and Whole School Literacy Strategy. The use of ICTs assist the implementation of curriculum programs, engaging students and teachers with new technologies and leads curriculum reform within the school. Classes engage in projects that require the use of a range of software and an array of hardware & peripherals to enhance the teachers' curriculum programs.

Notable programs include:

Virtual Trails Project: the ongoing collection of traditional stories of the Yarrabah District.

Digital Dreaming Project: The development of a computer animation and interactive literacy software package based on stories collected via the Virtual Trails Project.

Business Communication Technologies – Virtual Business Enterprise– a secondary campus project.

Video Editing- Yr 6/7 – working towards developing a graduation DVD

Graphics software- primary students engaging in a range of activities using PhotoImpact.

Music Editing: primary students using Music Editing software to create own tunes (Super Dooper Music Looper)

Word Processing ; students using word processing for a range of tasks

Spreadsheets; yr 6/7 classes using spreadsheets to analyse data

Internet - using the internet for a range of purposes including research, chat room communications, email, personal interest pursuits and games.

The Digital Animation Project which is an extension of the Digital Dreaming project continued in 2007. This included students creating a stop motion version of a traditional cultural story from Yarrabah Community. An artist was employed to support the programs development and to provide on-site expertise and advice. It is believed that this is a demonstration of cutting edge use of technology in a primary school context.

Our school at a glance

School Opinion Survey Data indicates high levels of student satisfaction with adoption of technology to enhance teaching, learning.

Primary students reported above state mean satisfaction (78%) with access to computers and 75% satisfaction with computer technology skills learnt at school and the ways that they use computer technology for learning at the school.

Secondary students reported 75% satisfaction with the way they use computer technology for learning at school.

High level of Parent satisfaction with School Opinion Survey items related to the school developing children's computer skills (85.7%) and that their children are confident in using computer technology at school (92.8%)

Staff satisfaction with how well school computer technology resources are maintained was above state mean with 83.6% satisfaction. Satisfaction with access to appropriate information and communication technologies to do the job well was 68.4%.

Social climate

We aim to provide opportunities to 'work smarter', to work efficiently and effectively by sharing ideas, drawing on each others strengths and expertise and planning to maximize the effects of working in year level teams across the school, to achieve quality outcomes for students. This process also enables us to monitor the breadth and depth of curriculum covered and developed across the stages of schooling. A record of units planned for each stage is maintained on the Teacher's Network.

Staff is supported in this process by specialist staff to ensure that the needs of all students are catered for and that planning complies with the Yarrabah State School Curriculum Framework and Literacy Plan.

Staff Professional Learning and Development is supported and encouraged aligned with school priorities and student needs focussed on continuous improvement.

Staff are provided with policy documents and a staff handbook that clearly articulate school expectations, policies and procedures including cultural and community protocols.

Yarrabah State School focuses on proactive supportive school environment practices and has embedded an ethos of respect across the school. A Respect Circle framework has been developed which supports development of classroom and school wide strategies. Yarrabah State School introduced a School Wide Positive Support Program in 2007.

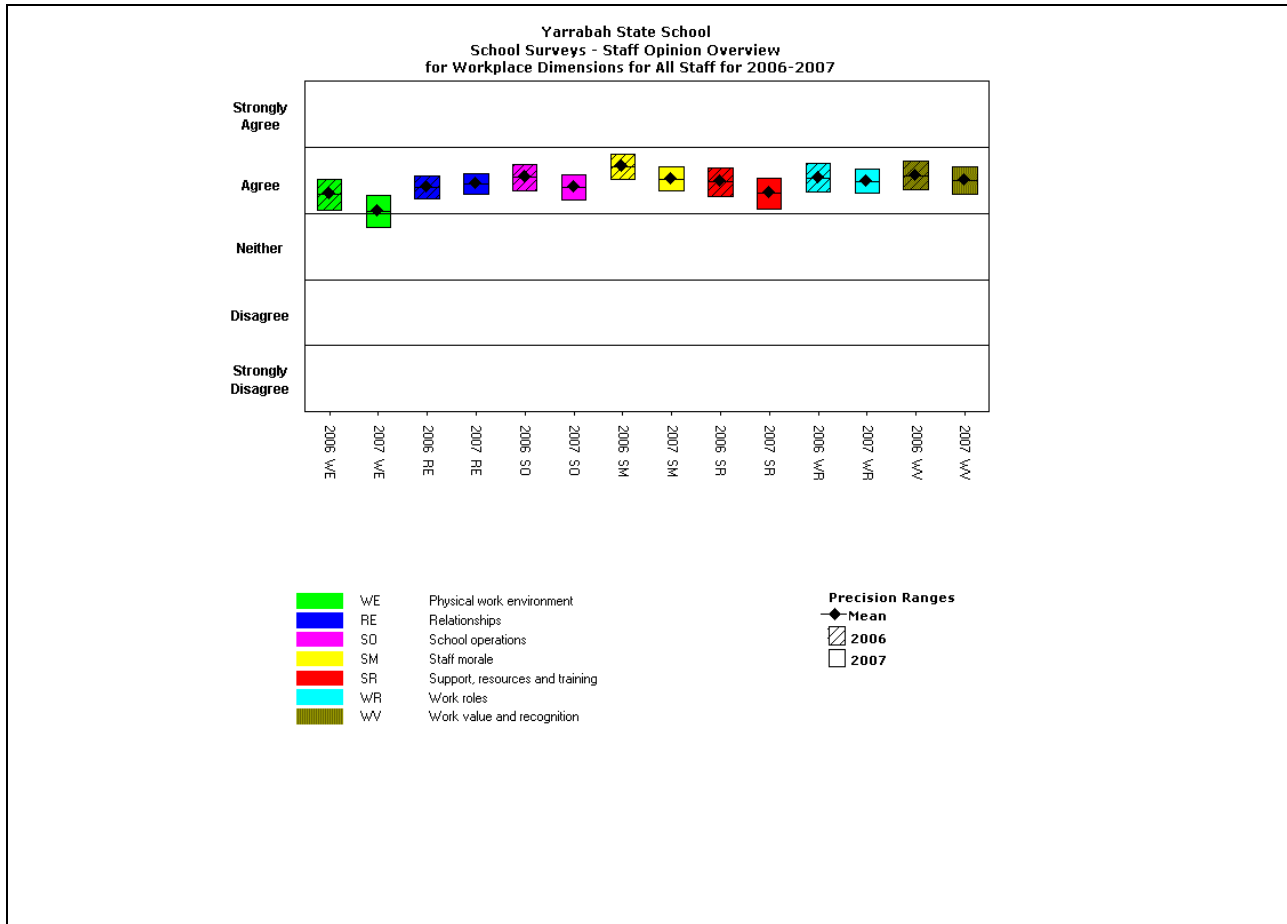
Incentives and awards are provided in recognition of achievement, positive behaviours and regular school attendance.

School Opinion Survey Data indicate Staff satisfaction with working at Yarrabah State School at 75.5% with 17.5% neither satisfied nor dissatisfied. Staff satisfaction '*that this is a good place in which to work*' was 82.4%.

Student satisfaction with '*this being a good school*' is higher at the primary campus (71.7%) than the secondary campus (50% satisfaction however 38.9% were neither satisfied nor dissatisfied).

School opinion survey data indicated parent satisfaction '*that this is a good school*' and '*that their child is happy to go to this school*' at 73.3% satisfaction in 2007.

Our school at a glance



Involving parents in their child's education.

Parents are encouraged to be actively involved in their child's education through being a member of the P&C committee, volunteer worker in the tuck shop, and employment opportunities as Education Assistants and Tutors or as a member of the Advisory group across school campuses.

Yarrabah State School has an open classroom policy where parents are welcome to come and visit their child's classroom and participate whenever they can. Parents are invited to be a part of the culminating activity of a unit of work

Parents demonstrate their support of the school by being present at all school functions such as – Sports Day, NAIDOC celebrations, Cross Country, School Concerts and end of Unit/Term activities.

Parents have demonstrated their support of the Schools Managing Student behaviour Plan by visiting the school when they are required to and encouraging their children's attendance at school.

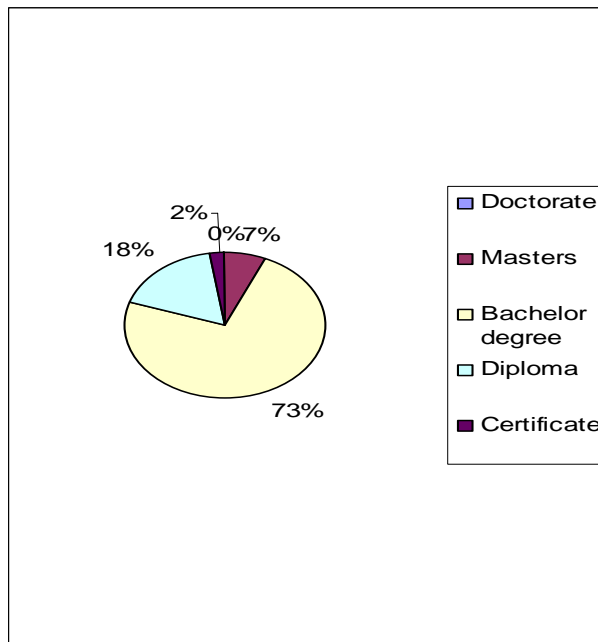
Parental and community involvement in the Attendance and Participation Action Research Project *'Telling it Like it Is'* was considerable in 2006-7. An active Advisory group with staff, parent and community members was established in 2007 to support the implementation of recommendations from this research. Parental involvement in the *Hand in Hand* community project has also continued in 2007. Parental involvement in the *'Hand in Hand Project'* focussed on increasing student attendance and participation is ongoing.

Parent satisfaction *'that at the school makes parents feel welcome'* was 78.6% and *'that the school communicates well with parents'* was 78.6% in 2007. Satisfaction with *'opportunities to be involved in decision making'* was lower than anticipated (42.8%) however 28.6% were neither satisfied nor dissatisfied. Satisfaction with *'approachability of staff'* was 78.6%.

Our staff profile

Qualifications of all teachers.

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	33
Diploma	8
Certificate	1



Expenditure on and teacher participation in professional development.

- Professional Learning and Development expenditure in 2007 was 31.76% of the school grant.

The major professional Learning and Development priorities undertaken in 2007 included:

- Literacy & ESL Pedagogy (e.g. Walking talking Text Training, ESL:ILSS, Literacy -Teacher aides and 1-3 teachers, First Steps Facilitator training – Writing, Language and Literacy Course facilitator training and Stage 3 teacher training)
- Prep Teacher training and Professional Learning and Development for the Early Years Curriculum Guidelines.
- Mathematics: Policy review and development, First Steps Facilitator training
- ICT curriculum integration & innovation
- Staff Induction
- School Opinion Survey data indicates that the involvement of the teaching staff in professional development activities during 2007 was 75.9%.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2007.

Our staff profile

Proportion of staff retained from the previous school year.

- From the end of the 2006 school year, 91% of teaching staff were retained by the school at the commencement of the 2007 school year. 5% of teaching staff left the school during 2008 including one member of staff who accepted a relieving above level position in a small school within the District.
- The school recognises the importance of indigenous employment within the school and valued the employment of indigenous people at the school campuses in 2007. In 2007 indigenous employees accounted for 45% of the school's staff across a range of roles including ancillary staff, office administration, teaching and non-teaching staff and leadership and administration staff

Performance of our students

Student attendance

The average attendance rate as a percentage was 73% in 2007.

The average attendance rate as a percentage at the Primary campus in 2007 was 74%. Year level averages ranged from 65% -82% throughout the year.

The average attendance rate as a percentage at the Secondary campus in 2007 was 68%. Year level averages ranged from 65% - 74% throughout the year.

Yarrabah State School has worked proactively to address student attendance and participation issues. In 2006 the school, through PSPF funding, employed a researcher to investigate impacts on student attendance and participation with a 'Telling it like it is' report produced for the school community in 2007. Surveying and consultation with parents, staff, students, community agencies and community members occurred in 2006. Actioning of recommendations from this report commenced in 2007 including the establishment of an advisory group comprising school and community members. Employment of a Community Participation Officer based at the school is to commence in 2008.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	55%
Writing	53%
Number	38%

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.					
			Yr 3	Yr 5	Yr 7
Reading	Average score for the school		442	508	576
	Average score for Queensland		527	606	672
	Percentage of students at the school above the national benchmark	2006	72%	11%	16%
		2007	81%	3%	8%
Writing	Average score for the school		343	444	526
	Average score for Queensland		523	600	681
	Percentage of students at the school above the national benchmark	2006	55.3%	68.6%	54%
		2007	13%	39%	54%
Numeracy	Average score for the school		387	500	529
	Average score for Queensland		521	588	648
	Percentage of students at the school above the national benchmark	2006	19%	6 %	7%
		2007	21%	31%	10%

Performance of our students

Other Key Outcomes

Value added

2007 has been a particularly exciting year with the introduction of the Prep year which was highly successful and supported with a positive enrolment and attendance response. The new Prep buildings were officially opened by Premier Beatty in 2007.

Facilities upgrades across campuses including:

Multi purpose Court constructed at the Secondary Campus – Investing in our school's initiative.

Resurfacing of the basketball Court at the primary campus

Refurbishment of the Secondary Home Economics Kitchen.

Construction of two new playgrounds at the primary Campus.

Commencement of Pre-Prep building refurbishment for completion in 2008

Students have excelled in the area of Innovative Information Communications Technology projects across campuses including:

Extension of the Digital Dreaming Project – Embedding culture into the curriculum through stop motion animation, interactive texts and virtual learning.

ICT classes exposed students to a range of software applications to support classroom learning. These included creating multimedia presentations using 'Photo Story' to showcase their knowledge on Plate Tectonics, developing animation techniques using 'Pivot', working with graphics software, internet, email and working with Powerpoint, word and excel Microsoft programs. Students learnt about using digital cameras, worked with music editing and morphing software and used the internet to research and create presentations using graphics software. Students also explored the power of spreadsheets to help with their understanding of number.

Highly successful Yarrabah Yarning BCT Virtual Business continued at the Secondary campus.

Secondary ICT classes provided opportunity for students to be challenged with scripting and programming, using programs such as Game Maker, Alice for creating 3D cartoons and creation of virtual worlds and animated characters, video making and desktop publishing.

Music and Performance Innovation

Student performances at a wide range of events

Melbourne excursion including student performances at Federation Square, Melbourne Zoo and Melbourne Schools

Croc Festival performance at Thursday Island

Community cabinet performance for the Premier, Ministers and Community.

Indigenous Youth Leadership Camps in collaboration with Daradgee Environmental Education Centre, Menmyny Museum and Yarrabah School Community. Focus on Goal setting, Resilience, Respect and well-being.

ESL:ILSS program focussed on year one students English Oral Language Development implemented with positive student outcomes.

High level of IEP goal achievement by Students with Disabilities. The Special education team supported students across the three school campuses, offering disability specific programs and worked closely with staff and families to implement quality inclusive educational programs for students.

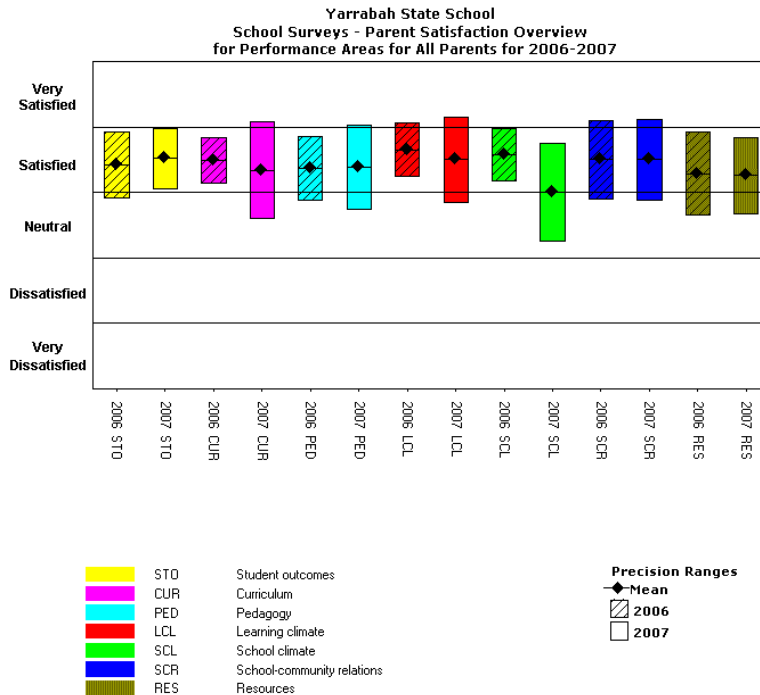
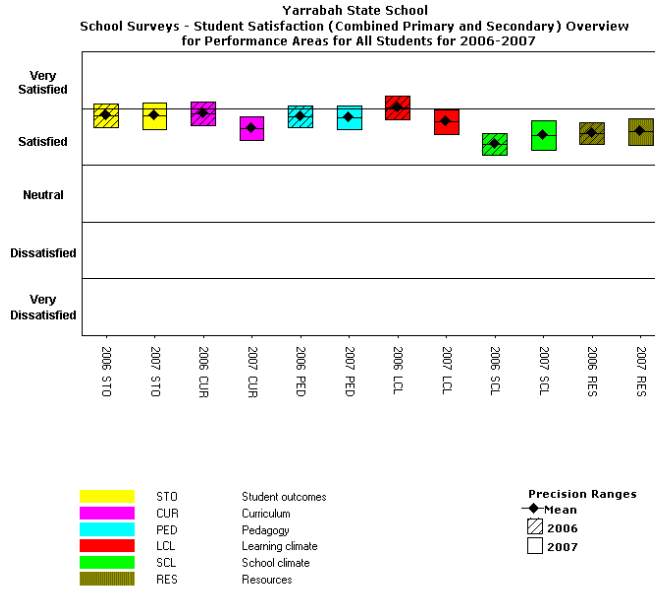
PSPI Attendance Action Research completed. 'Telling It Like It Is' Report released and actioning of recommendations commenced. This was a significant school community project.

RAREP – High level of engagement and graduation continued. RATEP continued to provide an excellent career pathway for interested community members to help them build a strong educational link with school and community.

Performance of our students

Parent, student and teacher satisfaction with the school

Some very pleasing results were reported in student, parent and teacher satisfaction levels. Overall satisfaction continued to be high. Parent and student responses to school Opinion Survey items are reported below. Staff results are provided above.



Performance of our students

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