Principal’s foreword

Introduction

Durack is a multi-cultural State School where we aim to provide a positive environment for learning and for interacting with others, a place where we all have the right to receive respect from others, the right to learn and the right to feel safe and secure.

Our school strives to provide high quality educational programs with an emphasis on creating learning environments that are innovative and enriching, that provide for kinaesthetic and visual learning styles while promoting and improving the oral language skills of our students.

Partnerships with our whole school community are crucial to our students’ success academically, culturally, socially, and emotionally. Positive participation in our many and varied activities, assists our students to develop a sense of belonging and become life-long learners, while developing active citizenship.

Through our approach our students have every opportunity to become true Durack Dragons – Safe respectful learners
School progress towards its goals in 2012

The State Schools of Tomorrow initiative has supported the strategic direction of the school. Literacy and numeracy performance has been enhanced by the extensive investment in technology and the provision of a visually rich learning environment.

With the addition of the joint facility kindergarten our greater community been provided with the opportunity for an extended early year’s program.

National Partnership funding has allowed for highly focused capacity building in literacy, numeracy and science. Increased staffing has provided smaller classes and targeted differentiated learning environments.

Our iconic dragon draws upon our whole school approach to school wide positive behaviour, attendance and social and emotional learning.

Community relationships continue to strengthen with further development of new or existing partnerships. Providing culturally connected staff in liaison roles has assisted in parental engagement while assisting in raising education expectations amongst our families.

Future outlook

Strategic Direction (2010 – 2013)

- To improve literacy and numeracy performance – utilising a differentiated /personalised learning approach
- To improve school attendance
- To develop and implement a whole school approach to science
- To provide a whole school targeted intervention approach
- To provide a learning environment where teacher capacity building is the norm
- To build meaningful school and community partnerships
- To enhance the image of the school within the local and wider community

The school is currently undergoing International School Accreditation which will further enrich the multicultural nature of our school.
Our school at a glance

School Profile

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

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>428</td>
<td>205</td>
<td>223</td>
<td>91%</td>
</tr>
<tr>
<td>2011</td>
<td>448</td>
<td>207</td>
<td>241</td>
<td>90%</td>
</tr>
<tr>
<td>2012</td>
<td>480</td>
<td>233</td>
<td>247</td>
<td>92%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

School community enriched by cultural diversity, with Asian, Australian, Indigenous Australian, Polynesian, Indian, African and Middle Eastern cultures strongly represented amongst more than 20 different cultures. Religious backgrounds reflect the cultural make up of our students.

Approximately 67% of students are from English as a second language background, and many students born outside of Australia including EQI (Education Queensland International) students.

School has a Special Education Program, with Special Education teachers supporting students with disabilities within the class Context.

Durack State School’s population has been steadily increasing since 2000. Moving from 428 in 2010 to a current roll of 525.

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>24</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>85</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>7</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

Our distinctive curriculum offerings. Literacy and numeracy blocks are delivered by teams where consistent Teacher Aide alignment across year levels allows for small-group focus. This in turn supports the notion of differentiated programming. High expectations, on-task behaviour and focused teaching are the keys to our success.

Oral Language programs have been designed to connect students’ backgrounds and their life experiences to units of study and social and emotional learning.

Special education program supports students with disabilities through an inclusive approach by having special education teachers working with students in the classroom environment. Similarly English as Second Language (ESL) teachers provide additional support to students from non-English speaking backgrounds.

Science, SOSE, Health, Technology and the Arts, German Language, Music and Physical Education are embedded in school curriculum.

Extra curricula activities

Science extension programs
- Scientist in Residence – Durack has a Scientist who comes into the school regularly and conducts programs with our Year 7 students.
- Science Club – lunch program Y2 – Y7

Music, Dance and Performance -
- Cultural dance draws on the cultural background of the students and the strengths they bring to music selection and performance. Students take an active role in developing the program.
- Choir
- Instrumental music is offered to students from Year 5 (brass woodwind and percussion)
- Guitar, ukulele, and recorder groups
- Keyboarding

Sports & Recreation
- Students are encouraged throughout the school to participate in student and school directed sporting opportunities. Lunchtime participation in timetabled practices supports the intra-school sports program
- Cluster sports gala days
- Year 6 camp - Students access a five-day beach camp at Tallebudgera.
- Swimming: Years 3-4
- Get Active After-school Program: Prep – Y7
- Multi-cultural Cricket - After-school program
- Chess Club

Multicultural Activities
- NAIDOC Day and Multicultural week – Celebrates the diverse nature of the multicultural school.
- Cultural Dance program
- HARMONY DAY

Religious Education: Classes are offered
- Christian: Years 1 - 6
- Buddhist Religious Education: Year 1 - 7
- Islamic Prayer group

Library program – Lunch program Prep – Y7

Social and emotional programs
- Day of the Dragon – Whole school celebration of the importance of belonging

How Information and Communication Technologies are used to assist learning

As a result of the State Schools of Tomorrow initiative Durack has interactive white boards installed in all classrooms, the computer pod, library, staffroom and music room (total of 25). All classrooms have attached withdrawal areas with a pod of computers and wireless internet connection availability. A separate computer laboratory is attached to the library along with a media room for film technology.

The development of computer pods throughout the school allows for flexible and equitable use of computer technology. Students are encouraged to use word processing, graphics and publishing software to create reports, presentations, and other documents which demonstrate their learning outcomes across the KLAs, developing the necessary computer skills as needed for the particular task.

2012 saw the introduction of iPad technology which has been trialled across the school in classrooms, special education and ESL.

The school hall supports performance with elaborate audio and visual staging equipment.
Social climate

Our school community has collaboratively developed a whole school approach that provides a positive environment for learning and for interacting with others where acceptance of difference is the norm and bullying is unacceptable. Class units around social and emotional learning are being embedded into the school program. Additional resilience, health and wellbeing programs include:

- Resilience, Health and Wellbeing Programs
- Chaplaincy
- Friendship Club – Alternative play program which assists students with social skill ing and self-esteem activities through interactive games program
- Breakfast Club/Parent Room Program – The success of this program provides the opportunity for all ages to mix in a positive manner while enjoying a healthy breakfast. Community, staff and student volunteers make this program a success and donations of breakfast items from local businesses are greatly appreciated
- Life Education: Prep. – Year 7
- Leadership Program – Is a very successful program where all students in Year 7 take on roles that contribute to the successful running of the school. Opportunities for students to represent the school e.g., Young Leaders, Opening, etc
- School counsellor provides targeted programs offered to students to support resilience
- School Wide Positive Behaviour Support underpins the whole school ethos that ‘Durack Dragons are safe respectful learners’

The school has been recognised as State Showcase finalists in 2011 and 2012 for our success developing a strong sense of identity and belong, drawing on our iconic dragon which is embedded across all areas of the school.

Parent, student and staff satisfaction with the school

Students demonstrate a strong belief in the school, where a sense of belonging is evident. There has been an increase in parental engagement while our staff continues to display a strong team spirit. This level of trust that is evident across the whole school environment has led to improved education outcomes for our students.
## Our school at a glance

### Performance measure *(Nationally agreed items shown)*

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>97.4%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>97.4%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>97.4%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>97.3%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>97.2%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>94.9%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>97.3%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Performance measure *(Nationally agreed items shown)*

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>98.7%</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>100.0%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>94.9%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>96.1%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously*</td>
<td>98.7%</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>96.1%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>100.0%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>94.7%</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.

DW = Data withheld to ensure confidentiality.
Involving parents in their child’s education

Parents are welcome to join the school community in a number of ways. These range from the Parent and Citizen Association (P&C) to playgroups, parent skilling programs and community events.

P&C co-ordinates monthly meetings that explore activities that will enhance student outcomes through community involvement, fundraising, tuckshop organisation and volunteer programs. A number of community events include Durack’s multicultural week celebrations and culminating concert, sports days, dance, graduation and captains’ induction program.

Parents are actively encouraged to participate in culturally connected playgroup programs that run on a weekly basis. Adult English and computer classes are also available.

Classroom Volunteers are encouraged and supported by Head of Curriculum and Ready Readers Program.

Information sharing with the community is achieved in a number of ways. These include the school website, school signage, cultural reference groups, transition programs, family literacy program, class meetings, student reports and the school newsletter. The school endeavours to provide as much information as possible in a number of languages including English and Vietnamese.

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Sustainability has always been of significant interest to Durack State School as past winners of regional Green and Healthy Schools awards over the years.

With the rebuilding of the school under the State Schools of Tomorrow initiative, consideration was directed to developing an environmentally friendly site utilising eg building placement, light timers, energy saving light fittings, cross ventilation and water tanks. 21 solar panels were installed to assist with electricity production.

Teaching staff and Y7 students have been participants in a regional sustainable project as a key focus of school science program and monitor electricity usage on the ‘solar schools energy monitoring website’.

<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>137,316</td>
<td>3,212</td>
</tr>
<tr>
<td>2010-2011</td>
<td>137,311</td>
<td>2,490</td>
</tr>
<tr>
<td>2011-2012</td>
<td>166,943</td>
<td>2,055</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>36</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>32.6</td>
<td>17.1</td>
<td>0</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>2</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>28</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expert staff recruitment and development is key to improving student outcomes at Durack.

Curriculum
School based trained facilitators are key to providing a high level expertise
- Mrs Tracey Slingsby - First Steps number, measurement, space and chance and data
- Mrs Robyn Nicholson - Differentiation, First Steps Reading, Listening and Viewing
- Mrs Rachael Clarke – Functional Grammar
- Mrs Beth Petersen – Reading Recovery, Principal Coach
Our staff profile

Social and Emotional
- Kim Johnson (Guidance Officer)
  - BA, Dip teach, Masters of Education (Counselling Psychology)
  - Registered psychologist - ‘Psychology Board of Australia’
- Jane Duffield (School Counsellor)
  - B.A – Sociology
  - Diploma in Counselling Skills
  - Working towards Masters in Family Therapy
- Alex Gibb (Chaplain)
  - Bachelor in Contemporary Ministry
- Staff are currently undergoing School Wide Positive Behaviour Support Tier 2 training

Inclusion
- Jenita Liebenberg (Special Education Teacher)
  - Masters – Special Education
- Kristine McGuigan
  - Masters – Special Education
- Gayle Hemsley
  - PHD - ‘Language Difference versus Disorder in Australian Early-Sequential Bilingual Children’
  - BA (Speech Pathology)
  - Masters (special education)
- Kim Johnson (Guidance Officer)
  - BA, Dip teach, Masters of Education (Counselling Psychology)
  - Registered psychologist - ‘Psychology Board of Australia’
- Kim Haynes (ST:LaN)
  - B.A. Applied Ethics
- Bich Lee See, English
  - Foreign Language (EFL)
  - 4 Year’s Teaching degree at the Faculty of Pedagogy, Saigon University, Vietnam.
  - B.A. French and Japanese studies
  - Master of Arts in Applied Linguistics, Griffith University, Australia
- Fiona Vo - Master in Education in TESOL
- Robyn Nicholson and Colleen Hollis – experienced in the use of sign language

Interpreter Skills
The school has a wide staff reflect the cultural diversity of our school community. Interpreting for families is as follows
- Vietnamese – Mai Quach, Bich Lee See, Fiona Vo, Thuy Tran, Loan Tran, Helene Huynh
- Hindi – Neeru Khelawan, Sameez Ali, Sameeza Bi, Vim Pillay
- Punjabi (Indian dialect) – Manjeet Kaur
- Marathi (Indian dialect) - Neeta Savur
- Samoan – Rose Salamanaesa, Lima Berking
- Greek – Theodora Roberts
- German – Wolfgang Schoenknecht, Ruth Upham, Tracey Slingsby
- French – Fiona Vo, Alison Edgar
- Afrikaans – Jenita Liebenberg, Vim Pillay, Rosee Dryer

Teacher Aides
75% have completed or are currently undertaking Cert 3 of higher qualifications. While 9 classroom volunteers are being mentored to complete Cert 3 qualifications.
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $15,729.

The major professional development initiatives are as follows:

Capacity building is a key strategic goal at Durack State School. Employment of the Head of Curriculum and up-skilling staff as facilitators has led to delivery of professional development to colleagues in an environment that is based on trust, which leads to sustainability.

The major professional development initiatives are as follows:

- First Steps in Maths – Measurement, number, space, chance and data
- Functional Grammar – English, Speaking and Listening
- RoleM Maths – Action Research
- Words their way
- Curriculum cafes
- Collegial sharing
- Coaching provided from team leadership team

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

---

**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>96.1%</td>
<td>95.9%</td>
<td>95.9%</td>
</tr>
</tbody>
</table>

---

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

From the end of the previous school year, 95.7% of staff was retained by the school for the entire 2012 school year.

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**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/](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.

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

Student attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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

<table>
<thead>
<tr>
<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>90%</td>
<td>92%</td>
<td>91%</td>
<td>90%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>2011</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>92%</td>
<td>91%</td>
<td>94%</td>
</tr>
<tr>
<td>2012</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>89%</td>
<td>93%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

<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>15</td>
<td>10</td>
<td>23</td>
<td>52</td>
</tr>
<tr>
<td>2011</td>
<td>17</td>
<td>12</td>
<td>25</td>
<td>46</td>
</tr>
<tr>
<td>2010</td>
<td>16</td>
<td>13</td>
<td>21</td>
<td>49</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.

Durack State School endorses “Everyday Counts” that is ‘every child in every class learning and achieving’. Our expectations are that student arrive on time and are seated in classes at 8:55am and remain until 3:00pm. This is communicated through enrolment information, open days and newsletters. Rolls are marked at the beginning of the day and again after lunch, these are checked weekly by the Learning Engagement Officer.

Failure to meet attendance expectations will result in communication between school and home. This will be achieve through phone communication, letters, Police Liaison Officer visits and where necessary notifications. The school has been involved in an international action Research study ‘The Ability Project’ which links police, support services and the school to support families improve attendance.

Celebration of attendance occurs at the end of each semester with our Big Breakfast cooked for students who attend school on time by the Principal and Deputy Principal and served in the Breakfast Club and Y7 dining room area. All students with 100% attendance are acknowledged formally at the Annual Awards Assembly.
Performance of our students

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/](http://www.myschool.edu.au/).

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If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Closing the Gap is a key focus for Durack. We had employed an Indigenous Liaison Office (currently on leave) whose role was to assist in developing a closer partnership with our indigenous community. Initiatives include parent reference group, attendance follow up, celebrations, leadership, parent up-skilling, and targeted student support and health and wellbeing programs.

The gap closed across all academic areas in 2011 but unfortunately was not maintained into 2012. Critical programs such as RoleM Maths designed to support Aboriginal and Torres Strait Islander students are pivotal to our improvement agenda. The attendance gap continues to reduce, showing a greater improvement trend compared to the steady gains of the school as a whole.

Greater staff engagement and understanding in Indigenous perspectives has been addressed through developing a whole school approach to building trust and improving indigenous student outcomes.