

Camp Hill State Infants and Primary School

Queensland State School Reporting

2013 School Annual Report



Postal address 676 Old Cleveland Road Camp Hill 4152

Phone (07) 3900 9333

Fax (07) 3900 9300

Email the.principal@camphillipss.eq.edu.au

Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Deborah Driver, Principal

Principal's foreword

Introduction

I have much pleasure in presenting the 2013 Camp Hill State Infants and Primary School (CHSIPS) School Annual Report.

This report will review the 2013 school year and highlight our school commitment to working in partnership with our school community to provide Programs of Excellence for all of our students. Camp Hill is committed to setting aspirational goals, scaffolded for success, for all CHSIPS students and our data indicates that we are achieving our goals.

Our systemic and school data indicated significant academic gains. Our students achieved *at/or above Nation* in all NAPLAN subtests across all year levels included in this program. Our data also indicates that students achieved significant gains in all learning programs.

During the year CHSIPS students had numerous opportunities to celebrate their achievements in sporting, cultural and musical programs at School, District, State and National levels. We are proud of our students commitment to these programs.

In 2013 CHSIPS was selected for inclusion for the DETE Independent Public School program.

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School progress towards its goals in 2013

Camp Hill continues its record of strong academic performance within a culture that is committed to providing relevant and authentic learning programs for all students. We have extended our programs of differentiation to ensure that all students are challenged and extended in their individual learning goals and attainments.

Our school Annual Implementation Plan (AIP) identified key strategic undertakings for the school year – a significant number of which have been achieved. As with all strategic plans, the analysis of new evidence, gained throughout the year, informed our implementation program, with some programs being modified or extended. The AIP was developed collaboratively with the school staff and shared with our community.

2013 Key School Strategy	Progress	Projection
<p>Implementation of Australian Curriculum (delivered via C2C) – Formal twice yearly reporting for Preparatory Year</p> <p>To trial the DETE <i>Early Start</i> monitoring program for literacy and numeracy in one Prep class.</p>	Completed	<p>To include the <i>Early Start</i> monitoring program across all Prep classes in 2014.</p> <p>To track those students who were included in the 2013 Prep <i>Early Start</i> trial until they complete Year 2.</p>
<p>Implementation of CHSIPS <i>Art and Science of Teaching</i> Placemat.</p>	<p>Completed:</p> <p>The CHSIPS Placemat was embedded into the CHSIPS Pedagogical Framework.</p> <p>Jim Knight's <i>High Impact Instruction</i> was also embedded into the Pedagogical Framework.</p> <p>Student Learning Goals were developed for Literacy and Numeracy.</p>	<p>Ongoing review of the Pedagogical Framework in the light of developments made this year.</p>
<p>Improve school performance – reaching aspirational targets.</p>	<p>Completed:</p> <p>The CHSIPS <i>Step Up</i> program (Metropolitan Regional Showcase award winner) was reviewed.</p> <p>The Semester One <i>Reading Comprehension</i> program was refined and</p>	<p>In 2014 the school will continue to participate in <i>Project U2B</i> and will also support the training of another CHSIPS class teacher as a Regional Tutor.</p>

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	<p>enhanced and a new numeracy problem-solving program (<i>IMPACT Maths</i>) was developed and introduced in Semester Two.</p> <p>Both of these programs respond to student data.</p> <p>The school participated in the Metropolitan Region <i>Project U2B Numeracy</i> program. Year 5 students participated in on-line learning and a CHSIPS class teacher was trained as a Regional Tutor. Participation in this project was instrumental in the development of the CHSIPS <i>IMPACT Maths</i> program.</p>	
<p>Implement CHSIPS <i>Set for Success</i> array of programs:</p> <ul style="list-style-type: none"> - <i>Read it Again</i> Prep/Year 1 - <i>Launch into Language</i> Year 1 - <i>Focused Teaching</i> – Year 2 - <i>Step Up</i> Years 3-7 <p>Semester One-<i>Reading Comprehension</i></p> <p>Semester Two-<i>IMPACT Maths-Problem Solving in Numeracy</i></p> <ul style="list-style-type: none"> - <i>Project U2B</i> on-line numeracy program - <i>Solid Pathways</i> on-line extension program for high achieving indigenous students 	<p>Completed:</p> <p>Data analysis indicates significant gains (above anticipated Effect Size growth) in all key learning programs.</p> <p>The school also participated in the Prep <i>Early Start</i> trial.</p> <p>The school requested the opportunity to participate in the Metropolitan Regional training in <i>Understanding Dyslexia and Significant Difficulties in Reading</i>.</p>	<p>In 2014 the school will continue with the <i>Early Start</i> trial and extend this monitoring program to include all Prep students (125). The school will track the 2013 Prep trial students (24) into Year 1.</p> <p>A small group comprising of both class teachers and STsLaN will participate in the <i>Understanding Dyslexia and Significant Difficulties in Reading</i> training. This will address the identified needs of some students.</p>

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Future outlook

In 2014 Camp Hill State Infants and Primary School (CHSIPS) will join the DETE Independent Public School program. Confirmation of inclusion in this program occurred in 2013.

In 2014 the school will look to consolidate and extend programs developed in 2012 and 2013, as well as, develop the *Great Results Guarantee* program within the context of the Independent Public Schools framework.

Our focus will continue to be on developing the expertise of teachers to meet the educational needs of all students. The school Pedagogical Framework is founded on international and national research and best practice and enables all staff to work within an organic adult learning framework focused on best practice in: planning; teaching and learning; assessing; and reporting processes that include the student as a key stakeholder in their learning programs. Feedback and goal setting will be embedded in all programs for both staff and students. Collective responsibility and accountability for learning outcomes will continue to be a school focus.

The role of the Literacy Coach and Lead Teachers (Curriculum and ICT) will be expanded and the Mentor Tree professional development program will be extended and supported by the Literacy Coach.

School priorities in 2014 will include:

- Focusing on Reading – Teachers will be supported to implement Marzano’s key questions: “What will I do to help students effectively interact with new knowledge?” and “What will I do to help students practice and deepen their understanding of new knowledge? In the teaching of reading.
- Staff will participate in key professional development: *Reading to Learn* and *Seven Steps to Writing*.
- Mentoring by the Lead Teacher (ICT) in Embedding ICT in the Curriculum – all teachers will work with this Lead Teacher to develop their skills and knowledge in embedding ICT in the curriculum (this will be based on a professional survey aligned to school and systemic requirements).
- Proficiency Scales will be used in all classrooms to support student’s individual tracking of progress and attainment of learning goals.
- Support for the *Scientist in Schools* program and Science Extension programs.
- Support for *Flying Start*, preparation for Junior Secondary programs for all students in Years 6 and 7. Working with local State High Schools.
- Continued participation in the *Solid Pathways* extension program for high achieving indigenous students.
- Staff participation in *Understanding Dyslexia and Significant Difficulties in Reading* training.
- Exploration of EQI Study Tours program.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Preparatory year - Year 7

Total student enrolments for this school: Enrolments at the time of writing this report (June 2014) were 836 students.

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
201	779	351	428	97%
201	782	356	426	97%
201	790	368	422	97%

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

Characteristics of the student body:

Camp Hill State Infants and Primary School is situated in the inner Eastern suburbs of Brisbane. The school community has a recognised profile as one that is both caring and supportive and is known as a “small country town in a large city”.

The family composition represents the general Australian profile – the community predominately identifies as Christian, has a heritage of at least two generations of Australian background and has a proportion of students with two or more family addresses. The school has increasing enrolments of students from overseas, from Finland to Thailand. We welcome our families from non-English speaking backgrounds and have a program to support students to acquire English language skills.

Camp Hill has a strong history of enrolling all students from our community. Our Special Education Program (SEP) provides exceptional programs for students identified with a range of disabilities: Autistic Spectrum Disorder; Intellectual Impairment and Speech Language Impairment. Our campus is inclusive and supportive of every member of our school community.

The CHSIPS P&C operate an Out of School Hours Care (OSHC) program that operates Before School (from 6.00am), After School (till 6.00pm) and has Vacation programs for students from Prep to Year 7. This is an exceptional, and very popular, program. The OSHC program is one of the largest in the state and placement is highly sought.

The school has an Enrolment Management Plan developed by Education Queensland.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	23	24
Year 4 – Year 7 Primary	25	25	24

School Disciplinary Absences

Camp Hill State Infants and Primary School has explicit *Expectations of Behaviour* for our school community. We provide weekly instruction in programs which develop the attributes of Life Long Learners (*You Can Do It* and *Habits of the Mind*) and our community has set a 'high bar' for behaviour.

Students are encouraged to take ownership of/for their behavior and we have clear consequences (positive and corrective). Our school focuses on positive behavior programs, as well as including suspensions as part of the array of consequences for inappropriate behavior. Our school community is supportive of our expectations.

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	23	17	34
Long Suspensions - 6 to 20 days	1	2	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings:

Camp Hill is acknowledged for its array of exceptional (explicit) curricular and extra-curricular programs. The school operates on a strong Pedagogical Framework which is based on Marzano's *Art and Science of Teaching* and Jim Knight's *The Big Four*. The framework is founded on both international research and best practice. All learning programs are framed around the teaching of Higher Order Thinking skills.

In 2013 the school continued to roll out the Australian Curriculum, Education Queensland's Curriculum into the Classroom (C2C) and QSA learning programs. Our curriculum is delivered by experienced and confident educators that work within professional teams supported by the school administration, the Head of Curriculum (HOC) and Literacy Coach. Lead Teachers (Curriculum and ICT) support all staff in developing their professional skills in key learning areas.

The school learning framework clearly caters for all with a differentiated curriculum that embraces planning, teaching, assessment and reporting.

Camp Hill has developed a strong Understanding Asia program that includes the teaching of Mandarin to all students in Years 1 – 7. Our students enjoy their language studies and are showing very pleasing attainments.

Distinctive programs at CHSIPS include: *Step Up* (Metropolitan Region Showcase award) in Reading Comprehension and Problem Solving in Numeracy; Launch into Language; Read it Again; *Habits of the Mind* and *You Can Do It*; Music: Junior and Senior Choirs, Orchestral Band, Strings program and

Recorder Band; Physical Education program (at School, Region, State and National levels); *Scientist in Schools* program and Gifted Education programs.

Extra curricula activities

The school offers a diverse range of extracurricular programs. These include:

Music:

- Instrumental Music
- Strings
- Ukulele group
- Senior and Junior Choir

Sports:

- Interschool sports
- Aerobics, Dance, Glee and Cheer teams (currently 24 teams have reached Nationals, including our Boys team)
- Cricket, Soccer, AFL, Rugby Union and Rugby League; swimming (including Squad and Learn to Swim), Futsal; Taekwondo and Judo
- Run Club and Fit Kids program

Co-curricular:

- Robotics
- Construction Club
- Chess Club
- Investigating Science

How Information and Communication Technologies are used to assist learning

Camp Hill seeks to develop our students as critical thinkers through the provision of authentic learning experiences based on problem solving, social negotiation of knowledge and collaboration – our students actively engage with knowledge to construct their personal understandings. The role of Information Technology underpins the learning experiences across all year levels and curriculum.

To support these programs the school has:

- A Lead Teacher ICT who mentors all teaching staff
- Interactive Whiteboards and iPeds in every learning area – supported by a diverse range of ICT devices including: tablets; iPads; laptops; desktops and handheld devices
- Developed e-learning programs for all students
- Established class EdStudios
- Electronic data collection – in 2014 the school will develop the OneSchool Dashboard platform for student data collection and analysis
- Improved both the Junior and Senior computer labs (the focus for the Junior campus is the use of iPads and laptops for learning)

Our school at a glance

- Incorporated the *Sunshine* e-books program
- Introduced the *Dodo* behaviour program as a trial in the Middle Phase of Learning

Camp Hill acknowledges the unique learning style of the C21 students and has developed a professional development program to meet the unique and exciting teaching and learning capabilities that are required to meet these programs. We embed ICT across all KLA and all year levels – our students are supported and encouraged to be informed, confident and competent ‘digital natives’.

To accompany these programs the school provides Cyber-safety programs to support our students. These programs are also offered to our parents.

Social climate

Camp Hill has a strong community identity and school spirit. The school takes pride in being a “small country town in a large city”. There is a strong partnership within and across the community with a strong commitment to our students learning pathways.

School data consistently shows high support in key areas such as:

100% of parents report that: ‘this is a good school’; ‘their child feels safe at school’; ‘teachers at this school expect their child to do his/her best’; ‘teachers at this school provide their child with useful feedback about his/her school work’; ‘this school takes parents opinions seriously’; ‘student behaviour is well managed at this school’.

Students report: 99% report that ‘they are getting a good education at school’; ‘teachers motivate them to learn’; ‘their teachers expect them to do their best’; ‘they are getting a good education at this school’; 97% report that ‘their teachers provide them with useful feedback about their school work’; and that ‘they feel safe at school’; 96% report that ‘they like being at their school’ and that ‘the school gives them opportunities to do interesting things’ and 92% report that “teachers treat students fairly at their school’.

Staff report: 100% report that ‘student behaviour is well managed at their school’; ‘their school looks for ways to improve’; ‘that their school is a safe place to work’; ‘students are encouraged to do their best at their school’; 98% report- “they enjoy working at their school’; ‘students are treated fairly at their school’ and 94% report ‘staff are well supported at their school’.

The school has set a high bar for behaviour, with staff, students and families having a strong commitment to students owning their behaviour while being active and informed citizens in our community. Behaviour is both rewarded and also has consequences assigned in a consistent and transparent manner. Every student participates in either the *You Can Do It* or *Habits of the Mind* program. These programs explicitly teach social attributes to empower our students.

Parent, student and staff satisfaction with the school

The school consistently records ‘measurably above’ scores in relation to both State and Like Schools. We are proud of our school and our community commitment to working in partnership for our students learning programs.

Our school at a glance

Performance measure (<i>Nationally agreed items shown*</i>)		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	97%	94%
this is a good school (S2035)	97%	100%
their child likes being at this school* (S2001)	100%	94%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	97%	94%
their child is making good progress at this school* (S2004)	97%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%
teachers at this school motivate their child to learn* (S2007)	94%	94%
teachers at this school treat students fairly* (S2008)	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	97%	89%
this school works with them to support their child's learning* (S2010)	91%	88%
this school takes parents' opinions seriously* (S2011)	90%	100%
student behaviour is well managed at this school* (S2012)	97%	100%
this school looks for ways to improve* (S2013)	94%	94%
this school is well maintained* (S2014)	97%	100%

Performance measure (<i>Nationally agreed items shown*</i>)		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	99%
they like being at their school* (S2036)	96%	96%
they feel safe at their school* (S2037)	94%	97%
their teachers motivate them to learn* (S2038)	98%	99%
their teachers expect them to do their best* (S2039)	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%
teachers treat students fairly at their school* (S2041)	83%	92%
they can talk to their teachers about their concerns* (S2042)	89%	86%
their school takes students' opinions seriously* (S2043)	90%	93%
student behaviour is well managed at their school* (S2044)	80%	88%
their school looks for ways to improve* (S2045)	98%	100%
their school is well maintained* (S2046)	93%	97%
their school gives them opportunities to do interesting things* (S2047)	97%	96%

Our school at a glance

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	98%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	91%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	98%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	94%
their school takes staff opinions seriously (S2076)	96%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	96%
their school gives them opportunities to do interesting things (S2079)	96%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

The school motto of 'Together We Achieve' underpins all school operations. The school and families work in close partnership to ensure that all CHSIPS students are offered educational programs of Excellence.

In 2013 parents/family members/caregivers were actively involved in:

- P&C: Out of School Hours Care program (OSHC); Uniform Shop; Tuckshop; Run Club; Swim Club; Music Support Group; Fundraising Committee; Fit Kids; and Support groups
- Chaplaincy program
- Volunteers program – all classes, specialist programs and extension programs and special events including Fun Day, Grandparents and Special Friends Day, Mother's and Father's Day, Spring Celebration of the Arts program, Musical and Extension programs and other celebration events
- Classroom Parent Representatives (CPR) – in every class across campus
- Extracurricular programs: Aerobics/Dance/Glee; Sports and Chess Club

Our community is united in a common purpose – to provide all students with a rich and rewarding educational program at CHSIPS.

Reducing the school's environmental footprint

The school is committed to reducing our environmental footprint by embedding sustainable practices in all programs and in valuing our (extensive) grounds.

The school has air-conditioning in all classrooms on the Senior Campus, as part of the noise abatement program, and this does have an impact on use of resources.

Our Ekoalas (Environmental Club) take an active role in monitoring our use of resources and in developing sustainable practices across campus.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	250,245	3,151
2011-2012	236,300	3,532
2012-2013	253,574	4,208

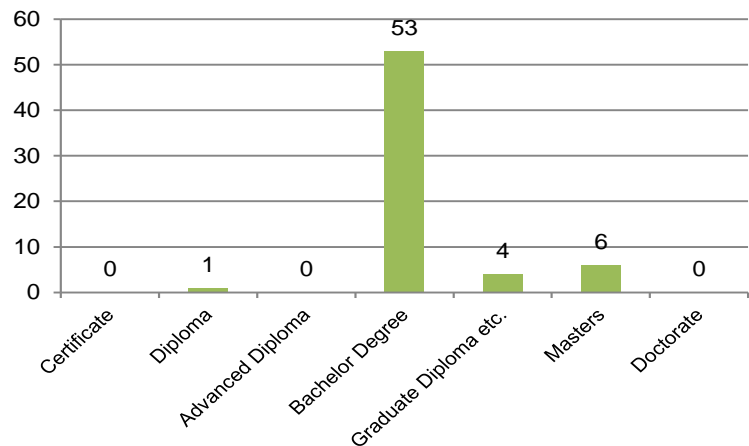
The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	64	37	<5
Full-time equivalents	50	20	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	53
Graduate Diploma etc.	4
Masters	6
Doctorate	0
Total	64



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$30,000.

The major professional development initiatives are as follows:

In 2013 the school continued to embed the Marzano Art and Science of Teaching program across campus – all the administration team completed the 5 day professional development program and key staff attended 1 and 2 day sessions.

Key areas of professional development included:

Marzano Art and Science of Teaching

The teaching of Reading and Writing (including: *Read to Learn* and *The 7 Steps of Writing*)

Higher Order Thinking

Our staff profile

Gifted Education (the school has three trained Gifted Education Mentors)

Comprehension strategies

Numeracy – Problem Solving

Science

Geography

Habits of the Mind

Behaviour: Applied Behaviour Analysis; Management Strategies

Disability specific programs – including Autism, Hearing and Motor programs

Literacy Coaching

Lead Teacher ICT and Lead Teacher Curriculum

Professional development in 2013 was focused on upskilling the staff in key priority areas of the school, predominately using a Coaching Model. Professional release time was incorporated to support shared programming and mentoring.

The establishment of the CHSIPS Mentor Tree developed a program of Mentoring in which all teachers took an active role.

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %. Staff satisfaction was well above State and Like Schools.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, **90%** of staff was retained by the school for the entire 2013 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.

Our staff profile

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92% .			

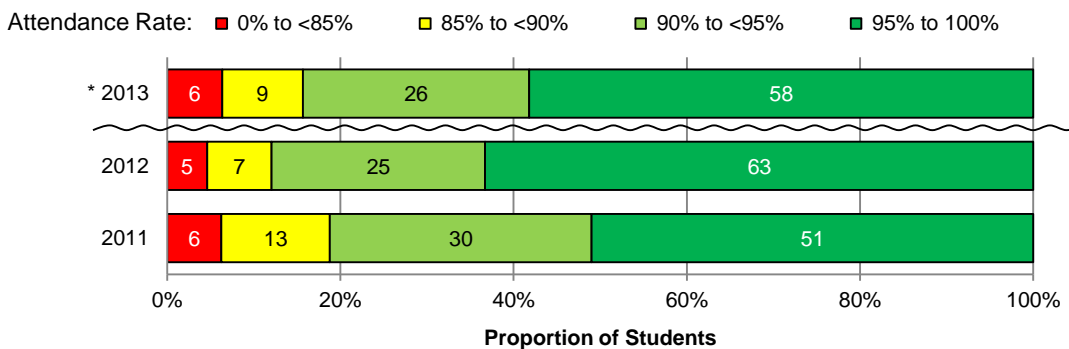
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	94%	95%	95%	93%	93%	95%	94%
2012	95%	95%	95%	96%	96%	96%	94%
2013	94%	94%	95%	94%	95%	92%	95%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

Class rolls are marked twice daily by the class teachers and electronically loaded up daily by administration staff. The school will implement electronic roll marking onto OneSchool in 2014.

Late arrivals and Early departures are recorded at the school administration offices and loaded directly onto OneSchool.

All unexplained, or prolonged, absences are audited by a member of school administration according to Education Queensland SMS-PR-029: Managing Student Absences and SMS-PR-038 Roll Making in State Schools.

Students who have issues with attendance are supported by referral to the Student Welfare and Wellbeing Committee. The school Guidance Officer takes an active roll in supporting families identified as requiring additional support.

The school also supports Education Queensland *Every Day Counts* program.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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.

Achievement – Closing the Gap

The school has a relatively small percentage of students who identify as Indigenous.

This small percentage impacts upon the analysis of data (for example there may be only one student identified as indigenous in a year level) which makes reporting on quartile performance difficult when attempting to maintain the privacy of the student.

The school has participated in the regional *Solid Pathways* program which provides on-line extension programming for high achieving Indigenous students. Feedback has been very positive and the school will continue to participate in this program in 2014.