



Birkdale South State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Vision: Limitless Learning...

Birkdale South is a high quality public education facility that has been catering for students in the Redland City area since 1982. The school motto '*Achievement through Effort*' reflects our work. Students are expected to adopt the motto and become the best that they can by working to be the best that they can be.

The school emblem reflects the elements of a quality primary education: Work, Respect, Play. Work demonstrates our commitment to achievement in learning and improving outcomes for students. Work articulates the expectation that school is about learning and students are expected to participate actively in the program.

Respect demonstrates our commitment to providing children with a safe and supportive learning environment which promotes effective learning. Children are expected to demonstrate respect for themselves, members of the school community and the environment. Play displays our commitment to providing children with social and physical activity experience.

Our programs provide children with the chance to develop social and emotional resilience to assist them to be confident and competent students who co-operate with staff and others in authority.

Our school is committed to improving learning outcomes for all students through fostering a culture of high performance in teaching and learning that values and promotes leadership, attracts high performing educators and seeks to set the agenda in an environment with high community capital and well developed partnership links to early childhood agencies, outstanding performing high schools, universities and local industries.

Our school is central to the community and fosters lifelong learning for all key stakeholders through high quality learning experiences and individualised learning programs that engage all learners. **Limitless learning** is achieved through the development of resilient, technology literate, engaged and autonomous learners both in and out of the classroom.

- Consistently provide stimulating learning experiences that engage all students in a professionalised culture that promotes life long learning and reflective practice.
- Shared belief in building key partnerships and leveraging strengths and opportunities to spread the sphere of influence and impact.
- Continual reiteration of the importance of high quality work and the vital role of one and all in our success as a school.
- Allegiance to our core business of student learning and continually improving student learning outcomes.

Principal's Foreword

Introduction

Our School Annual Report 2017 includes the following information:

- The highlights the strengths and success during 2017.
- Areas for further development.
- The range of extracurricular activities on offer.
- Student performance results for 2017 Year 3 and 5 NAPLAN.
- School Opinion Survey outcomes.

School Progress towards its goals in 2017

Improvement Priority	Target	Key outcomes
Implementation of the Australian Curriculum and improved student learning outcomes	<i>All year levels planning and assessing in line with ACARA</i>	<ul style="list-style-type: none"> - Long term comparison demonstrates continued NMS improved outcomes and achievement across all domains for Yr. 3 and 5; Yr. 5 spelling achievement is statistically above the nation; Mean Scale Score and upper two band performance improved across all domains for Yr. 3 and 5. - 2015 to 2017 student relative gain in Reading and Numeracy above similar Queensland State Schools. - Science club. - Employed a Head of Curriculum working towards achieving consistency in curriculum content. Expected completion 2019. - Cluster moderation process established to ensure consistency of LOA across learning areas. - Teachers engaged in professional learning communities (learning hubs) for Digital Technology and inquiry in Mathematics. - All indigenous students engaged in the development of an individual education plan. - Clear role descriptions for leadership team members defining roles within school and in line with improvement agenda. - Comprehensive extra curricula offerings including: debating, coding club, chess club and tournaments, interschool sport, choir, BSSS got talent, musical, student representative council,
Develop a technology literate school community engaged with the global community of lifelong learners	<i>One BYO iPad class operational in every grade by the end of week one, term one with a transition plan in place to increase classes to two per grade level in 2018</i>	<ul style="list-style-type: none"> - Facilitated an iPad class in each year level, building cohort, teacher, and parent expertise to increase to 2 class per year level in 2018. - iTunes course to support parents and staff to support iPad classes. - Parent workshops occurred in the lead up to community engagement in iPad program. - Professional learning with staff to enhance the teaching of coding, use of Showbie (App) and SeeSaw (App). - Established New Pedagogies for Deep Learning team. Work commenced with cluster schools in 2018. - Enhanced community use of Class Dojo App as a communication tool between school and home.
Promote school community well-being	<i>100% of staff exploring some part of the wellbeing framework throughout 2017</i>	<ul style="list-style-type: none"> - Well-being team established and meet regularly to facilitate wellbeing activities. Currently developing whole community Learning and Wellbeing framework – expected completion 2019. - Student Services Team has established clear guidelines for inter-agency support. - Embedded <i>Positive Behaviours for Learning</i> (PBL) culture across the school. Tier 2 established in 2018. - Completed Annual Performance Reviews for teachers (APR/PAP). - Ongoing cyclic reporting and intervention with a specific focus on attendance for indigenous students. - Commenced 2018 with 4.2% growth in student enrolments from February 2017. - Maintained 93% student attendance and 92% indigenous student attendance.

Future Outlook

Improvement Priority	Targeted Actions	Timeframe
Exceptional Teaching <ul style="list-style-type: none"> - Reading and Writing - Inquiry and Thinking - Curriculum 	Implementation of the Australian Curriculum and improved student learning outcomes. <ul style="list-style-type: none"> - Embed the consistent delivery of high yield strategies in the teaching of reading, writing and numeracy prep to Yr. 6, across the curriculum. - Build the capacity of teachers in using teaching strategies to move students into the U2B's in reading, writing and numeracy through a collaborative inquiry model and the establishment of a professional learning community. 	Expected completion Term 4, 2018



	<ul style="list-style-type: none"> - Progressively monitor teacher capability in data literacy to inform teaching through PD and data conversations with school leaders. - Review Pedagogical framework to support the practice of 21st century thinking skills and embed culture of questioning, NPDL(New Pedagogies for Deep Learning), the teaching of reading and writing in context, student performance and engagement, and a guaranteed and viable curriculum. - Build a common language in respect to cognition based on the QCAA cognitive verbs. - Implement NPDL assessment of thinking to assess student progress over time; Design and implement teacher learning to support planning for improvement in line with NPDL and AC general capabilities. - Teachers develop critical thinkers through a formalised inquiry based pedagogy in the area of numeracy and share best practice with year levels and staff at staff meetings. - Review and implement the whole school assessment and reporting policy. - Collaboratively plan and develop partnerships with local state high schools to strengthen curriculum teaching and learning links to the junior secondary school. - Employ a HOC to ensure guaranteed and viable curriculum delivery, assessment and moderation practices across year levels. - Continue to promote the Arts through talent competitions, plays, and biennial whole school musicals. - Continue to provide extra curricula learning experiences for students i.e. debating, chess, outdoor education, choir, and extension programs. 	
<p>A Community of Learners</p> <p>- Building Capacity</p>	<p>Develop a technology literate school community engaged with the global community of lifelong learners.</p> <ul style="list-style-type: none"> - Build and implement a systemic professional learning team cycle and culture focused on assisting staff to build their capacity and tied to school wide priorities. - Build the capacity of staff and parents to support the development of student personalised learning through access to rich learning resources. - Build the capacity of teachers to teach coding and use digital technologies as learning tools within the classroom. - Engage in G&V curriculum process pertaining to technologies and link explicitly to WS STEAM agenda. - Develop and trial NPDL planning framework, community connections and assessment tools. 	<p>Expected completion Term 4, 2018</p>
<p>Extraordinary Empowerment</p>	<p>Promote school community wellbeing.</p> <ul style="list-style-type: none"> - Use the Wheel of Well-being (WOW) to support staff in managing their work/life balance through the establishment of a support group. - Establish networks to provide all staff with Inter-agency support to assist with physical, emotional and social well-being. (induction booklet) - Continue the Positive Behaviours for Learning (PBL) Program to ensure a safe and secure learning environment is sustained for all key stakeholders. - Establish and promote an interagency hub (Yanggabara – The Safe Place) within the school to support individuals within the school community. - Continue to monitor staff well-being through the APR process. - Implement strategies to improve student attendance through initiatives that allow early intervention to target at risk students. 	<p>Expected completion Term 4, 2018</p>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	583	295	288	30	96%
2016	601	294	307	40	96%
2017	578	277	301	42	94%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Birkdale South State School has been providing a quality education in the Redland City Council area since 1982. The local area has developed from a rural small crop zone to residential estates. The school is organised into single class groups for each year level. There are a small number of composite classes from Prep to 6. The school caters for students with diagnosed and verified disabilities who require an adjustment to their educational program according to individual need. Students are from a range of ethnic and socio-economic backgrounds. The number of students from "English as a second language" backgrounds is minimal. 7.3% of our student population identify as indigenous.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	24	23
Year 4 – Year 6	26	27	26

Curriculum Delivery

Our Approach to Curriculum Delivery

Birkdale South State School implements the Australian Curriculum, from Prep to year 6, across all learning areas, including English, Mathematics, Science, History, Geography, The Arts, Japanese and HPE.

In 2017 BSSS improved curriculum delivery through the following initiatives:

- Prep to Yr. 6 explored the Australian Curriculum for Technologies, both Digital and Design.
- Prep to Yr. 6 explored HASS, moving to include Civics and Citizenship for 3 to 6. Yr. 5 and 6 commenced development of curriculum pertaining to Economics and Business in 2017 and Semester 1, 2018.
- Employment of specialist teachers to address learning areas of the physical development component of HPE P-6, Music P-6, and Languages Years 5 and 6 (Japanese).
- Perceptual motor program conducted for Prep classes within general PE lessons.

- Continued development of whole school Guaranteed and Viable curriculum for Mathematics which is revised and revisited regularly.
- Master teacher working on inquiry approach to teaching Mathematics across whole school.
- Back to Front Maths training for self-identified staff taking part in the Mathematics professional learning team.
- Watching others work to build capacity and expertise in the area of mathematics.
- Staff using C2C assessment items to help design and develop unit plans. Continued professional development pertaining to unit planning and an inquiry based approach.
- Whole school assessment framework is used for data analysis to identify trends in student achievement including:
 - PAT M and PAT-R
 - PM, PROBE
 - Fluency, Addition, Subtraction, Multiplication, Division
 - Spelling Mastery
 - Letters and Sounds
 - Sight Words
 - Early Start – On entry to Prep, End of Prep, End year 1, End Year 2
- Three way conferences twice a year in term 1 and 3 to facilitate student goal setting.
- Learning goals for Reading, Writing, Maths, and Behaviour for all students.
- Brigrance assessment completed on Prep Preps during the Pre Prep Program late term 3 and term 4 – this is used to support class formation and provide an idea of the learning needs of students new to Prep.
- Individual curriculum plans developed for identified students in conjunction with the STLan and SEP Teachers.
- Student Services Team (SST) developed to support interventions for students.
- Investing for success (I4S) team supported students in the upper two bands in reading and numeracy.
- Chaplain supported social and emotional wellbeing of staff, students and community. This included targeted lessons and workshops according to identified whole school, cohort or individual needs.
- Religious Instruction delivered by local volunteers.

Co-curricular Activities

- Sport
 - Cluster Carnival days
 - Before school training sessions for cross country and athletics morning fitness
 - Swimming program 4-6
 - Adventure Days year 4 cohort Kayaking and Cycling
 - Osprey Cup Sporting days – various
 - School cross country, Athletics, Swimming carnivals
 - District, Regional and State Sporting events
- Camps/excursions and incursions
 - Year 5 Straddie Camp
 - Year 6 Champ Camp Tallebudgera/Currumbin farm school
 - Various excursion and incursions that have a specific curriculum focus
- STEM
 - Coder dojo
 - Redlands INNOVATE
- G and T
 - Chess club and accompanying chess tournaments
 - Science Club – Scientist in schools Michelle Neil
 - Debating
 - Brainways Days of Excellence
 - ICAS testing open to any student who wishes to participate
- ARTS
 - Fanfare
 - Band – junior and senior
 - Strings
 - Choirs – Boys, junior and senior
 - Eisteddfod
 - External providers - Drums, Keyboarding, Guitar
 - Birkdale South has talent competition
 - Arts Council Performance for whole school twice a year
- Community/ Chaplain
 - P&C Discos
 - Carols
 - Volunteers/Chappy week
 - Under 8s day
 - Osprey Cup Challenge days Wellington Point High
 - ANZAC and Sorry Day assemblies
 - Jarjum Dance troop
 - Premiers Reading Challenge for all students
 - Pre-prep program

How Information and Communication Technologies are used to Assist Learning

Birkdale South State School embodies its vision of *Limitless Learning*.

Cyber safety units are taught across all year levels during the first 5 weeks of school each year. Addressing various topics such as safe and ethical use of devices; access to the internet; appropriate behaviours; and strategies for reporting of online bullying. Students engage with online learning tools and apps regularly across all classes. In 2017 BSSS had an iPad specific BYO program across all year levels, however all students had access to iPads in the classroom through a loan system. Students had regular access to Maths seeds in prep to year 2; Reading Eggs, reading express and Mathletics prep to year 6. In addition to this student use a variety of ICT equipment in classrooms, including Bee bots, Makey Makey, Lego Robotics Kits, Osobots, Osmos, interactive white boards, and Belkin Rock stars (Splitter for headphones). The Yr.4 iPad class utilised overdrive, and accessed Education Queensland's online library as a trial year with the understanding that all iPad classes in 2018 would participate.

The school has a Techlab containing 30 desktop computers and interactive whiteboard. All classes have regular timetabled access to the computer lab and a bank of either desktop computers or laptops to support student learning in the classroom. Identified students access robotics challenges and competitions throughout the year. Various assessments across learning areas have been created to integrate the use of apps or technology, staff have considered the Australian Curriculum ICT general capabilities and the specific learning intent of the Australian Curriculum learning areas.

All staff have been provided with an iPad and have had access to PD around the use of their device. All classrooms have an interactive whiteboard and accompanying software to support staff in their use of these devices for everyday practice. Across 2017 professional support people were accessed to upskill iPad class teachers in the use of iPads to facilitate learning in a 1:1 environment. Some work has been done around the SAMR model and how staff need to continue to move towards modification and redefinition. Some staff have accessed the self-paced PD provided by One Channel and the apple teacher suite of resources. ICT Committee working through the E-Smart program developed by the Alannah and Madeline Foundation.

Social Climate

Overview

Birkdale South State School provides a safe, supportive and productive learning environment with key elements such as a focus of positive behaviours for learning, being safe; respectful; responsible; and a learner. This school has a high level of expectation and a comprehensive whole school approach to:

- Development of responsible student behaviour through consistency of expectations and procedures.
- Specific proactive and intervention programs as supported by the school's Guidance Officer, Behaviour Advisory Teacher, Learning Support Teacher, Special Needs Teacher, the school Chaplain, school administration and teachers, working as a team with the parent, to help the child become an independent and self-disciplined learner and enable them to be the best that they can be.
- A noticeable improvement in student response to being addressed was evident by year's end, as was the general tone and climate of the school with a focus on A for effort.

Through the School Chaplaincy programs like - *Kids Hope Oz; Supa club; Seasons for Growth; Pastoral Care; Parent Prayer Group; Linking families to Community Support Agencies; Food Parcels for Families*- our school is strong in human capacity building and resilience.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	94%	98%
this is a good school (S2035)	90%	89%	95%
their child likes being at this school* (S2001)	90%	89%	95%
their child feels safe at this school* (S2002)	94%	97%	97%
their child's learning needs are being met at this school* (S2003)	87%	89%	90%
their child is making good progress at this school* (S2004)	84%	86%	89%
teachers at this school expect their child to do his or her best* (S2005)	94%	95%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	92%	95%
teachers at this school motivate their child to learn* (S2007)	97%	94%	97%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school treat students fairly* (S2008)	84%	88%	88%
they can talk to their child's teachers about their concerns* (S2009)	94%	88%	98%
this school works with them to support their child's learning* (S2010)	90%	88%	93%
this school takes parents' opinions seriously* (S2011)	81%	79%	93%
student behaviour is well managed at this school* (S2012)	77%	82%	90%
this school looks for ways to improve* (S2013)	100%	92%	95%
this school is well maintained* (S2014)	87%	89%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	93%	94%	95%
they like being at their school* (S2036)	88%	93%	87%
they feel safe at their school* (S2037)	92%	92%	90%
their teachers motivate them to learn* (S2038)	97%	93%	97%
their teachers expect them to do their best* (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	90%	93%	94%
teachers treat students fairly at their school* (S2041)	84%	92%	75%
they can talk to their teachers about their concerns* (S2042)	87%	86%	89%
their school takes students' opinions seriously* (S2043)	82%	83%	84%
student behaviour is well managed at their school* (S2044)	74%	78%	68%
their school looks for ways to improve* (S2045)	94%	93%	96%
their school is well maintained* (S2046)	85%	91%	85%
their school gives them opportunities to do interesting things* (S2047)	93%	92%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	98%	96%
they feel that their school is a safe place in which to work (S2070)	100%	98%	98%
they receive useful feedback about their work at their school (S2071)	89%	94%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	96%	96%	91%
student behaviour is well managed at their school (S2074)	87%	89%	78%
staff are well supported at their school (S2075)	91%	87%	78%
their school takes staff opinions seriously (S2076)	89%	91%	87%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	98%	94%	89%
their school gives them opportunities to do interesting things (S2079)	96%	93%	89%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Our school has a strong sense of pride and sense of community- within our students, staff, parents and wider community. We are all committed to ensuring a quality education that recognises the individual talents and needs of our students. It is important to all, that the entire school community makes positive contributions to Birkdale South State School.

We are passionate about developing the whole child, and assisting them to fulfil their potential. Parents are very welcome at Birkdale South State School and we have a strong P & C dedicated to our students. Regular communication informs the school community of school events and invites participation in school and class activities including:

- Meet the teacher - parent information session in week 3 of the school year where the teacher establishes relationships and communicates an overview of learning, behaviour and homework, class routines and procedures; code of responsible student behaviour; the term's curriculum and how parents may support their child in their learning;
- Calendar of student events.
- Parent forums/ workshops.
- Under 8's Day & Book Fair.
- Culminating units of work that showcase student learning with special class and year level events. including weekly class presentations at student assembly.
- Three way conferences and end of semester reporting.
- Parent volunteer support in the classroom, excursions, events.
- Weekly Assembly /Special Event Parades/ Education Week Activities.
- Sporting and social events expectations.

Respectful relationships programs

At Birkdale South State School our programs focus on personal safety and awareness, including identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

Positive Behaviours for Learning address universal rules of be a learner, be respectful, be responsible and be safe. Teachers address respectful relationships through the development of ongoing lessons to support whole of school understanding of our universal rules. In addition to our overarching philosophy and approach, students and families have access to the following:

- Bi annual access to Life Education P-6 and healthy relationships education years 5 and 6.
- Chaplain supporting class teachers on a needs basis to develop sessions to address respectful relationships in a variety of forums.
- All year levels teach Daniel Morcombe units developed by the Daniel Morcombe Foundation based on recognise, react and report. During October Day for Daniel is recognised and all classes participate in activities highlighting the three R's.
- 5 week Cyber safety units taught across all year levels during the first 5 weeks of school, these address various topics such as safe and ethical use of devices, access to the internet, appropriate behaviours, and strategies for reporting of online bullying.
- *Bullying No Way* and *Harmony day* are also recognised to keep reminding students and our community that Bullying in all it's forms is not ok. These events also inform in class learning.

The school has developed and implemented a program that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	18	27	34
Long Suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Our school conserves water through storing water catchment in a dam located at the rear of the school. This has enabled us to reduce water consumption throughout the school, however there has been a water increase due to undetected underground water leaks.

We adopted a digital platform for our newsletter that was emailed to parents and changed communication from weekly to fortnightly. A deliberated move to more digital technology has enabled the school to reduce the use of paper and electricity. Academic reports were emailed to parents in 2017.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	151,424	525
2015-2016	149,152	1,647
2016-2017	144,361	2,084

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	44	19	0
Full-time Equivalents	37	14	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	2
Bachelor degree	34
Diploma	4
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$34 134

The major professional development initiatives are as follows:

- Sheena Cameron PD for teachers (paid in 2017, conducted in 2018)
- Minilit Intervention Training
- Inclusive Practices in Assessment
- Non Violent Crisis Intervention
- First Aid
- Early Start
- NPD
- Back to front Maths – Fixing misconceptions in number
- Towards Transformation with iPads

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	92%	92%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

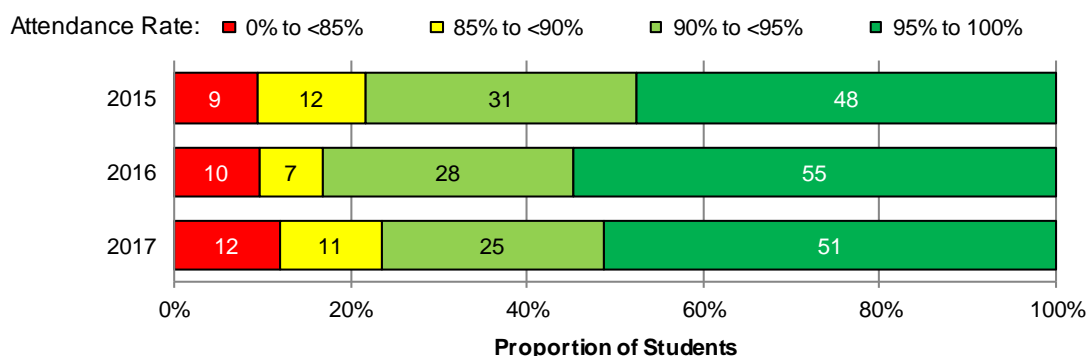
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	92%	93%	94%	95%	92%	92%						
2016	94%	92%	93%	93%	95%	95%	92%						
2017	93%	93%	93%	93%	93%	93%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class Rolls are electronically marked at the beginning of the day and at the commencement of the afternoon session after the 2nd break. Children who arrive after school has commenced (rolls are finalised at 9:00am) are to report to the school administration building to receive a late slip. This late slip is then handed to the child's classroom teacher so that late attendance to class can be recorded.

If a student is to be absent from school parents to notify the school via a written note or the office phone number. The school will contact parent/carers if there have been a number of unexplained or high absences reported.

Our Indigenous Education Worker works with families to maintain attendance and has personal contact should there be concern around attendance. Office staff follow up unexplained absences on a regular basis to keep records accurate and reduce this data. A weekly review of attendance is conducted to identify students with a high level of absenteeism. Parents are asked to provide a justification for a high level of absenteeism.

Our school very much supports the "Every Day Counts" initiative by the Department of Education and Training. Student attendance is aligned with our behaviour management policy where teachers monitor student attendance on a daily basis with both class and whole school targets clearly communicated and monitored throughout the school community. Individual class attendance rates are clearly shown as a visual representation on the classroom door.

NAPLAN

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

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

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.