Birkdale South State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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From the Principal

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 leaners both in and out of the classroom.

School progress towards its goals in 2018

Improvement Priority	Target	Key outcomes
Implementation of the Australian Curriculum and improved student learning outcomes	*All year levels planning and assessing in line with ACARA*	- 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. - Science club. - Employed a Head of Curriculum and pedagogical coach working towards achieving consistency in curriculum content. - Cluster moderation process established to ensure consistency of LOA across learning areas. - 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	*One BYO iPad class operational in every grade by the end of week one, term one (2017) which transitioned to two per grade level in 2018*	- Facilitated an iPad class in each year level, building cohort, teacher, and parent expertise. - 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). - 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 | *100% of staff exploring some part of the wellbeing framework throughout 2018* | - 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 *Positive Behaviours for Learning* (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 - Reading and Writing - Inquiry and Thinking - Curriculum	Implementation of the Australian Curriculum and improved student learning outcomes. - 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.	**Term 4, 2018**
	- 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. - 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.	
A Community of Learners - Building Capacity	Develop a technology literate school community engaged with the global community of lifelong learners. - 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. - Develop and trial NPDL planning framework, community connections and assessment tools.	**Term 4, 2018**
Extraordinary Empowerment	Promote school community wellbeing. - 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 and SOS feedback. - Implement strategies to improve student attendance through initiatives that allow early intervention to target at risk students.	**Term 4, 2018**

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	601	578	583
Girls	294	277	283
Boys	307	301	300
Indigenous	40	42	41
Enrolment continuity (Feb. – Nov.)	96%	94%	92%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a Pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	23
Year 4 – Year 6	27	26	25

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 and Social Sciences (HASS), The Arts, Japanese and HPE.

In 2018 BSSS improved curriculum delivery through the following initiatives:

- Prep to Yr. 6 explored the Australian Curriculum for Technologies, both Digital and Design.
- 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.
- Watching others work to build capacity and expertise in the area of teaching reading and writing across the curriculum areas.
- 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 with families twice a year in term 1 and 3 to facilitate student goal setting.
- Learning goals for Reading, Writing, Maths, and Behaviour for all students.
- 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.
- 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.

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 2018 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 Year.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 Tech. Lab 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 or T.V 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	98%	89%
• this is a good school (S2035)	89%	95%	84%
• their child likes being at this school* (S2001)	89%	95%	87%
• their child feels safe at this school* (S2002)	97%	97%	80%
• their child's learning needs are being met at this school* (S2003)	89%	90%	89%
• their child is making good progress at this school* (S2004)	86%	89%	87%
• teachers at this school expect their child to do his or her best* (S2005)	95%	97%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	95%	88%
• teachers at this school motivate their child to learn* (S2007)	94%	97%	89%
• teachers at this school treat students fairly* (S2008)	88%	88%	82%
• they can talk to their child's teachers about their concerns* (S2009)	88%	98%	89%
• this school works with them to support their child's learning* (S2010)	88%	93%	77%
• this school takes parents' opinions seriously* (S2011)	79%	93%	76%
• student behaviour is well managed at this school* (S2012)	82%	90%	61%
• this school looks for ways to improve* (S2013)	92%	95%	91%
• this school is well maintained* (S2014)	89%	95%	84%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	95%	93%
• they like being at their school* (S2036)	93%	87%	89%
• they feel safe at their school* (S2037)	92%	90%	82%
• their teachers motivate them to learn* (S2038)	93%	97%	95%
• their teachers expect them to do their best* (S2039)	98%	99%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	94%	93%
• teachers treat students fairly at their school* (S2041)	92%	75%	81%
• they can talk to their teachers about their concerns* (S2042)	86%	89%	82%
• their school takes students' opinions seriously* (S2043)	83%	84%	74%
• student behaviour is well managed at their school* (S2044)	78%	68%	54%
• their school looks for ways to improve* (S2045)	93%	96%	90%
• their school is well maintained* (S2046)	91%	85%	74%
• their school gives them opportunities to do interesting things* (S2047)	92%	89%	93%

Percentage of students who agree# that:	2016	2017	2018

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	96%	96%
• they feel that their school is a safe place in which to work (S2070)	98%	98%	96%
• they receive useful feedback about their work at their school (S2071)	94%	87%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	91%
• students are encouraged to do their best at their school (S2072)	100%	98%	100%
• students are treated fairly at their school (S2073)	96%	91%	94%
• student behaviour is well managed at their school (S2074)	89%	78%	88%
• staff are well supported at their school (S2075)	87%	78%	92%
• their school takes staff opinions seriously (S2076)	91%	87%	92%
• their school looks for ways to improve (S2077)	100%	96%	100%
• their school is well maintained (S2078)	94%	89%	90%
• their school gives them opportunities to do interesting things (S2079)	93%	89%	100%

* 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, and events.
- Weekly Assembly /Special Event Parades/ Education Week Activities.
- Sporting and social events expectations.

Respectful relationships education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	27	34	167
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 enables the school to reduce the use of paper and electricity. Academic reports were emailed to parents in 2018.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	149,152	144,361	141,630
Water (kL)	1,647	2,084	556

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

    View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	46	24	<5
Full-time equivalents	39	16	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	5
Graduate Diploma etc.*	2
Bachelor degree	35
Diploma	4
Certificate	0

*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 2018 were $20 472

The major professional development initiatives are as follows:

- Sheena Cameron PD for teachers
- Minilit Intervention Training
- Inclusive Practices in Assessment
- MAPA
- First Aid
- Early Start
- NPDL
- Back to front Maths – Fixing misconceptions in number
- Towards Transformation with iPads

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	93%	93%
Attendance rate for Indigenous** students at this school	92%	92%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

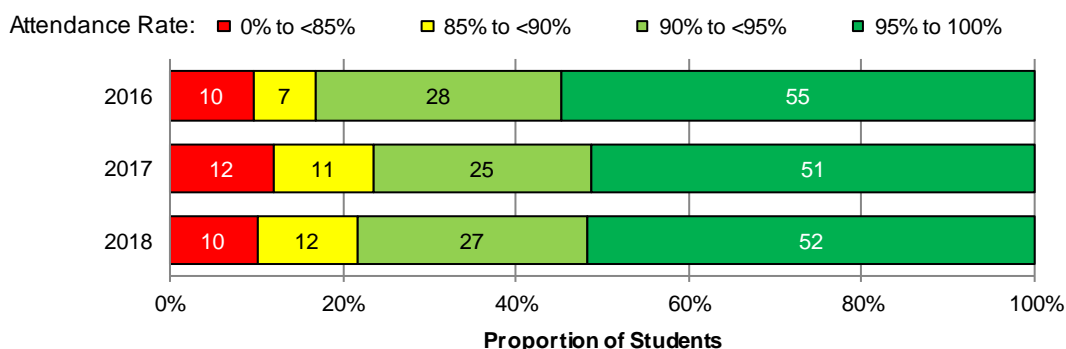| Year level	2016	2017	2018
Prep	94%	93%	94%
Year 1	92%	93%	93%
Year 2	93%	93%	93%
Year 3	93%	93%	92%
Year 4	95%	93%	93%
Year 5	95%	93%	93%
Year 6	92%	94%	93%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	10	7	28	55
2017	12	11	25	51
2018	10	12	27	52

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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. At 9.30am each morning parent/carers are notified if their child/ren are not present at school with no explanation.

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.
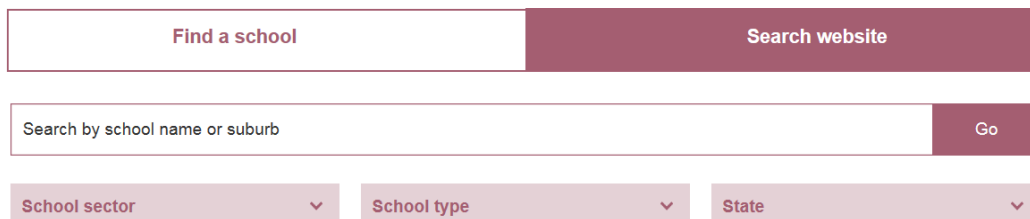
Our school very much supports the "Every Day Counts" initiative by the Department of Education and Training. Student attendance is aligned with our behaviour management policy where teachers monitor student attendance on a daily basis with both class and whole school targets clearly communicated and 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ▾	School type ▾	State ▾

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.