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| Innisfail State School |
| ANNUAL REPORT |
| 2018 |
| Queensland State School Reporting |
| Every student succeeding  State Schools Strategy  Department of Education |

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| Contact information |
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| From the Principal |
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School overview

At Innisfail State School we are devoted to the holistic development of all children through their academic achievement and emotional well being. Our community values the individual and the diversity that each child and family bring to our school. For children to achieve their full potential both academically and personally, they need to act responsbly, act safely, learn and show respect. We believe that optimum learning occurs in a safe, supportive and disciplined environment. Our aim is to empower children to launch themselves rigorously along the pathway of life-long learning.

School progress towards its goals in 2018

“If you want to go fast, go alone. If you want to go far, go together.” (African proverb)

Education is a life-long process and schooling comprises of 13 years. The following report will provide a snapshot of one year in that journey at Innisfail State School. Innisfail State Annual School Report provides contextual information and outcomes data for 2018. The report has three main sections beginning with general information, followed by numeracy and literacy data and finishing with student, parent and staff opinion data.

Innisfail State School staff and community believe that all students can achieve success and that every day is important for every student in their individual learning journey. High expectations drive a continuous improvement agenda and staff work productively with parents and the community to achieve quality results for all students regardless of their background or individual needs. Together we are ***working towards greater things*** for our students.

The key areas for improvement as outlined in the 2018 School Implementation Plan centred around building school-wide consistency in:

1. Improving teaching, through the use of evidence-based pedagogical approaches to maximise student learning

2. Collecting and analysing student performance data to continually monitor student progress and refine teaching

practices

3. Intentionally connecting parents and caregivers with their children’s learning

4. Positive Behaviour for Learning.

This School Annual Report highlights some of our achievements and successes in 2018. Staff and students are incredibly proud of the school and its reputation for developing the academic and social potential of all students. We trust you will find this report informative.

**Future Outlook**

The 2019 School Improvement Agenda will be focused on building teacher and school leadership knowledge of the Australian Curriculum (AC) through collaborative planning of curriculum units that reference the achievement standards and content descriptors as key aspects of the planning process, providing teachers with an emerging confidence to plan, teach and assess according to the demands of the AC.

Another focus will be to provide opportunities for the leadership team to develop their capabilities through collegial networking, mentoring and personal coaching to enable the leadership team to collaboratively lead and support staff to improve their knowledge and understanding of all aspects of the AC, ensuring the ongoing improvement of the school.

Some of the key improvement strategies will be to facilitate leadership teams to provide ongoing support and individual feedback to all staff members, as well as catering for individual learning styles and needs in line with the school’s AIP, I4S and current Priority School Review (PSR) Action Plan.

These processes will also help equip teachers to provide individual feedback to students, know their learners, support all students in all social groups, and confidently assess and report on student learning. This will support students to build confidence in accessing all Key Learning Areas (KLAs) with current and relevant feedback from all teachers and teacher aides, encouraging teachers to use a review cycle to engage and encourage all learners.

Instructional leadership will be evident in the school, leading change and sustaining an improvement focus.

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| 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 | 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](https://earlychildhood.qld.gov.au/early-years/kindergarten-programs/kindergarten-in-indigenous-communities) 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. |
| Total | 175 | 172 | 165 |
| Girls | 70 | 65 | 66 |
| Boys | 105 | 107 | 99 |
| Indigenous | 118 | 118 | 118 |
| Enrolment continuity (Feb. – Nov.) | 83% | 90% | 89% |

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

Characteristics of the student body

Our school community is diverse with many nationalities including; Torres Straits, Aboriginal, Filipino, English, Indian, Cook Island and Japanese. Many of our students have English as a second or third language.

We have 165 students enrolled at our school and 71.5% are indigenous and 10.3% are students with disabilities.

Average class sizes

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phase of schooling | 2016 | 2017 | 2018 | Note:  The [class size](https://qed.qld.gov.au/publications/reports/statistics/schooling/schools) 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. |
| Prep – Year 3 | 24 | 24 | 20 |
| Year 4 – Year 6 | 23 | 26 | 24 |

Curriculum delivery

Our approach to curriculum delivery

At Innisfail State School the alignment between curriculum, pedagogy and assessment is the key focus in delivering a quality and engaging learning experience in the classroom. The Australia Curriculum is used to plan learning experiences that are differentiated to cater to the needs of all students.

Curriculum areas include: English, Mathematics, Science, History, Geography, Humanities and Social Sciences, The Arts and Technology. Specialist teachers deliver HPE, Music, Instrumental Music and Italian (LOTE).

The curriculum is explicitly taught using the Far North Queensland (FNQ) Explicit Teaching Model. Students’ prior learning in each curriculum area is consolidated through fast-paced Consolidations focusing on the concepts and skills that have already been taught to ensure they move from short to long term memory and automatised.

Innisfail State School teachers utilise three tiers of assessment which enables them to differentiate the curriculum to the student’s point of need. The three tiers of assessment are:

* Assessment of learning – use student progress to inform teaching
* Assessment as learning – inform students’ future learning goals
* Assessment of learning – assess student achievement goals and standards

Moderation occurs in Staff meetings at regular intervals throughout the year, currently once per term.

Co-curricular activities

The school also encourages students to participate in activities that enhance the delivery of the curriculum. These activities include:

* National and Local academic competitions
* Literacy – Reading Eggs
* Music – Instrumental, band and choir
* Aboriginal and Torres Strait Islander children’s day
* Child Safety day
* Indigenous Boys Dance Troupe
* Cultural activities – NAIDOC Week Activities and specific cultural activities.
* The school has a mix of inter-house and inter-school activities that provide the students with the opportunities to participate in team and individual sports e.g. Athletics, Swimming, AFL, Touch Football, Softball, Tee Ball, Netball and modified Cricket.
* Student Council
* Robotics

How information and communication technologies are used to assist learning

A number of classroom teachers have completed training in OneSchool. They regularly update the website to include celebrations, photos and events held within the school and wider community. There are six mobile tablet devices used for intervention and for supporting learning in the classrooms as well as an iPad to complement a mobile recording device (SWIVL). The Students with Disabilities Teachers have iPads for supporting student learning.

IPads are utilised by students to overcome barriers in learning. The *Book Creator* app allows students to annotate drawings and record voice as well as a text to voice feature. This enables many of our students with barriers to writing the ability to integrate effectively with peers working at the same level.

Mobile technological devices are also utilised as a tool to gather student evidence for assessments that need to be adjusted or adapted for students working at a different year level. Photos are taken of student work samples and annotated, oral explanations and videos also support student evidence.

Our school has grouped computers in two locations for whole class access to technology teaching. With electronic whiteboards, and purchasing computers for a bigger computer lab, teachers have lessons electronically projected for better vision.

Social climate

Innisfail State School is committed to providing a safe, respectful and inclusive learning environment for all students and all staff, where all students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. School leaders and staff work to maintain an engaging learning environment that is safe, respectful and inclusive. Priority is given to building positive relationships between staff, students and families to be partners in learning and generating a culture of shared responsibility.

Our School’s Responsible Behaviour Plan for Students has been designed to facilitate high standards of behaviour so that teaching and learning is effective, and all students can participate positively within our school community. Learning occurs in a safe, supportive and positive environment that respects the rights of students to learn and teachers to teach. We encourage responsible behaviour which is respectful of self, others, property and the environment.

We have anti-bullying procedures in addition to our Positive Behaviour for Learning processes. Students are explicitly taught the expected school behaviours and receive high levels of social acknowledgement. Additional lessons on preventing and responding to bullying is a subset of procedures that our students are accustomed to. Students are encouraged to use the High Five Strategy throughout the school.

Our school chaplain supports students in the classroom, attends sporting events and works with students in developing resilience skills. A ‘Chappie Corner’ is provided for students to ‘drop in’ to develop friendship skills and to discuss any issues of concern. The Chaplain also provides a morning check in service with a number of our at risk students to set them up for a day of success.

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) | 100% | 100% | 100% |
| * this is a good school (S2035) | 100% | 100% | 86% |
| * their child likes being at this school\* (S2001) | 100% | 100% | 100% |
| * their child feels safe at this school\* (S2002) | 89% | 100% | 88% |
| * their child's learning needs are being met at this school\* (S2003) | 100% | 100% | 88% |
| * their child is making good progress at this school\* (S2004) | 100% | 100% | 75% |
| * teachers at this school expect their child to do his or her best\* (S2005) | 100% | 100% | 100% |
| * teachers at this school provide their child with useful feedback about his or her school work\* (S2006) | 100% | 100% | 100% |
| * teachers at this school motivate their child to learn\* (S2007) | 100% | 100% | 100% |
| * teachers at this school treat students fairly\* (S2008) | 100% | 100% | 75% |
| * they can talk to their child's teachers about their concerns\* (S2009) | 100% | 100% | 100% |
| * this school works with them to support their child's learning\* (S2010) | 100% | 100% | 100% |
| * this school takes parents' opinions seriously\* (S2011) | 100% | 100% | 88% |
| * student behaviour is well managed at this school\* (S2012) | 89% | 100% | 63% |
| * this school looks for ways to improve\* (S2013) | 100% | 100% | 100% |
| * this school is well maintained\* (S2014) | 100% | 100% | 88% |
| \* 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) | 95% | 88% | 92% |
| * they like being at their school\* (S2036) | 95% | 88% | 92% |
| * they feel safe at their school\* (S2037) | 96% | 86% | 95% |
| * their teachers motivate them to learn\* (S2038) | 96% | 98% | 98% |
| * their teachers expect them to do their best\* (S2039) | 98% | 95% | 97% |
| * their teachers provide them with useful feedback about their school work\* (S2040) | 91% | 93% | 92% |
| * teachers treat students fairly at their school\* (S2041) | 95% | 83% | 92% |
| * they can talk to their teachers about their concerns\* (S2042) | 91% | 70% | 85% |
| * their school takes students' opinions seriously\* (S2043) | 95% | 83% | 80% |
| * student behaviour is well managed at their school\* (S2044) | 76% | 64% | 74% |
| * their school looks for ways to improve\* (S2045) | 95% | 95% | 94% |
| * their school is well maintained\* (S2046) | 90% | 98% | 89% |
| * their school gives them opportunities to do interesting things\* (S2047) | 89% | 78% | 90% |
| \* 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) | 85% | 100% | 97% |
| * they feel that their school is a safe place in which to work (S2070) | 85% | 91% | 100% |
| * they receive useful feedback about their work at their school (S2071) | 88% | 95% | 94% |
| * they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 87% | 73% | 100% |
| * students are encouraged to do their best at their school (S2072) | 97% | 91% | 100% |
| * students are treated fairly at their school (S2073) | 97% | 82% | 90% |
| * student behaviour is well managed at their school (S2074) | 73% | 73% | 77% |
| * staff are well supported at their school (S2075) | 82% | 91% | 90% |
| * their school takes staff opinions seriously (S2076) | 91% | 89% | 84% |
| * their school looks for ways to improve (S2077) | 97% | 95% | 100% |
| * their school is well maintained (S2078) | 76% | 82% | 87% |
| * their school gives them opportunities to do interesting things (S2079) | 88% | 95% | 97% |
| \* 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**

Parents are invited to collaborate with teachers regularly to discuss their child’s academic progress, social and emotional wellbeing and behaviour. In particular, biannual parent-teacher interviews are held and parents are invited to come to school to collect report cards directly from their child’s teacher. Additionally, parents are welcomed to engage with teachers informally on a regular basis where information is provided on how families can work in partnership with teachers to enhance learning. Parents are also encouraged to become involved in their child’s education through volunteering in the tuckshop, accompanying students on excursions and camps, attending school information sessions and parent workshops, volunteering to assist with sports day and supporting the Parents & Citizens Association. Invitations are extended to parents and the wider school community to attend whole school feature events, such as NAIDOC celebrations, end of year Awards night and weekly school parades. Fortnightly newsletters are provided which update all our families on important information regarding school initiatives and upcoming events alongside recognition of students’ achievements.

Parent information sessions are held twice a term. This gives parents an opportunity to participate in our school community to discuss various topics that are relevant to them and their families. Various topics are covered from healthy lunchbox ideas, managing school refusal, town library borrowing system and much more. Members of our town community, including local support services, facilitate these information sessions. For example, Every Family Cassowary Coast provide sessions based on the ‘Triple P Seminar Series’ including the power of positive parenting, raising resilient children, raising confident, competent children and developing good bedtime routines. Our parent information sessions enhance our school’s connection and involvement with the wider school community and local town community.

Parent information sessions are also held for our Pre-Prep parents in Term 4 of the school year. Pre-Prep is held for both parents and students. Students get to experience time in the Prep classroom, while parents engage in our information sessions covering various topics to prepare for Prep the following year. Such topics covered include establishing routines, managing school refusal and developing oral language and literacy skills.

Annual ‘Deadly Ears’ Hearing Health Assessments are conducted at our school by a Community Health Indigenous worker for all Indigenous students from Prep to Year 4. Our school also collaborates with MaMu Health Centre and Community Support Centre Innisfail to ensure families are aware of and able to access medical and support services.

Our school celebrates diversity and strives to provide an inclusive environment ensuring all students receive the support they need to successfully engage in learning. The Special Education Program supports class teachers to provide reasonable adjustments to students with disability to access and fully participate in learning.

Teachers regularly engage with parents/guardians and other service providers to provide regular updates to parents / carers on how their child is progressing academically, socially and emotionally. Information regarding individual student progress is frequently shared. Parents/guardians are consulted and involved in biannual goal-setting and the creation of Individual Support Plans for students with a verified disability. They also have a meaningful role in school decision-making regarding school supports and educational adjustments.

**Respectful relationships education programs**

At Innisfail State School the PB4L team has developed weekly behaviour lessons that focus on the school’s expectations: I Learn, I Act Safely, I Act Responsibly and I Show Respect. The expectations are unpacked for the students with discussion questions, scenarios, reflection questions and activities for junior and senior students.

The expectation of “Act Safely” identifies the need to be safe in situations both in the school and outside of the school. Students discuss ways to handle conflicts, in an acceptable manner, and what to do if someone hurts you either physically or emotionally. The lessons provide an opportunity for students to discuss and model the skills in a safe and supportive environment.

Our school invites Bravehearts and Ditto to present annually a personal safety skills program for students from Prep to Year 3. Additionally, where appropriate, the school’s guidance officer collaborates with outside agencies, such as Relationships Australia and services within Community Support Centre Innisfail to help appropriate respectful 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 | 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. |
| Short suspensions – 1 to 10 days | 51 | 35 | 16 |
| Long suspensions – 11 to 20days | 0 | 1 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of enrolment | 0 | 0 | 0 |

Environmental footprint

Reducing this school’s environmental footprint

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

Forty-four solar panels installed on our Multi-Purpose Hall continue to feed into the grid, reducing our electricity costs.

Our policies in regards to air-conditioners being turned off when leaving rooms and during seasons other than summer have reduced our electricity costs.

The purchasing of 2 new printers will assist with reducing unnecessary printing as staff need to log in to release stored printing jobs. Any printing that is not released by the staff member, are deleted automatically overnight. Printing is also done in black and white and back to back. Prints to the machine by mistake can also be deleted at the machine.

Staff are committed to a positive “think before you print” mentality, using laptops, devices and emailing relevant documents and readings wherever possible.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 | 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. |
| --- | --- | --- | --- | --- |
| Electricity (kWh) | 129,404 | 125,698 | 106,176 |
| Water (kL) | 1,718 | 2,432 | 1,864 |
|  |  |  |  |

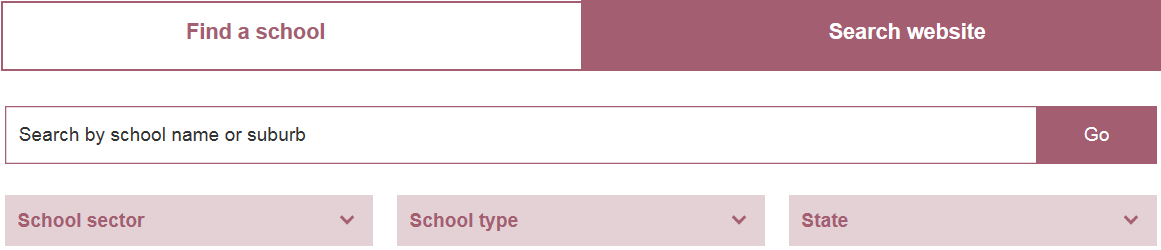
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [*My School*](http://www.myschool.edu.au/) 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.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘Finances’ and select the appropriate year to view the school financial information.



Note:

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

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| 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 | 22 | 19 | 5 |
| Full-time equivalents | 19 | 13 | <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 | \*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. |
| --- | --- | --- |
| Doctorate | 0 |
| Masters | 1 |
| Graduate Diploma etc.\* |  |
| Bachelor degree | 7 |
| Diploma | 1 |
| Certificate | 0 |

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $3,458 (Innisfail State School) and $11,758 (Canecutter Cluster SEP).

The major professional development initiatives are as follows:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | * Mentoring Beginning Teachers * Professional Development Attended * Budget & Staffing Workshop | | * HR Roadshow | | * AEDC Data | | * Positive Partnerships | | * Pilot Hat Conference | | * SFD specific role description for SWDT/presentation on NDIS/SEP task board | | * NCCD Data workshop – Lesley Theodore | | * SPELD Workshop | | * Reading Disorders | | * Anita Archer writing | | * Writing is taught writing is not caught Anita Archer | | * Literacy Continuum & Personalised learning support | | * Early Years Conference | |  | | * Curriculum Risk Assessment & Asbestos Training | | * HAAS – Curriculum | | * Upskill OS Training | | * Understanding the digital technologies curriculum | | * Corp services workshop-Finance & HR | | * PBL Coaches/Team leader Induction | | * Coding & Robotics | | * Coding & Robotics | | * Understanding & designing quality differentiation | | * Intermediate purchasing training | | * FASD workshop | | * Class room profile training | | * Teaching, Reading Series | | * Teaching, Reading Series | | * PB4L Coaches meeting | | * Student learning & Well-being framework | | * 3 levels of planning | | * The art and science of de-escalation | | * PBL Coach – functional behaviour assessment | | * Anxiety disorders | | * EOY & Budget planning, SBS | |

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, 84% of staff were retained by the school for the entire 2018.

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| 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 | 89% | 88% | 89% |
| Attendance rate for Indigenous\*\* students at this school | 88% | 86% | 86% |
| \* 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 |  | 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. | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prep | 90% | 87% | 89% |  |
| Year 1 | 87% | 84% | 86% |  |
| Year 2 | 88% | 89% | 86% |  |
| Year 3 | 91% | 87% | 91% |  |
| Year 4 | 90% | 91% | 89% |  |
| Year 5 | 88% | 90% | 89% |  |
| Year 6 | 90% | 87% | 90% |  |  |  |  |  |  |

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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*](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Student-Absences-and-Enforcing-Enrolment-and-Attendance-at-State-Schools.aspx); and [*Roll Marking in State Schools*](http://ppr.det.qld.gov.au/education/management/Pages/Roll-Marking-in-State-Schools.aspx)*,* which outline processes for managing and recording student attendance and absenteeism.

Rolls are electronically marked through OneSchool twice a day, at the commencement of the school day and after the second lunch break. If a student is absent and no reason has been provided, a text message is sent to the parent/guardian. If the parent/guardian does not respond, the school’s Community Liaison Officer (CLO) makes contact by the end of the school day for them to provide a reason for the student absence. If parents/guardians have not provided a reason, or if students have unexplained absences for longer periods, the CLO will follow up by sending a letter home and/or a home visit depending on the family’s situation. At times, other leadership staff and/or Police Liaison Officers will accompany the CLO on these visits.

School attendance is celebrated and acknowledged at our school assembly each week. Class winners are determined and receive a class prize if they have reached the school target of 95%.

Each class’ attendance is tracked on data walls in every classroom and a whole school attendance data wall is updated weekly in the staff room. Class celebrations are held at the end of each term to celebrate class achievements in attendance.

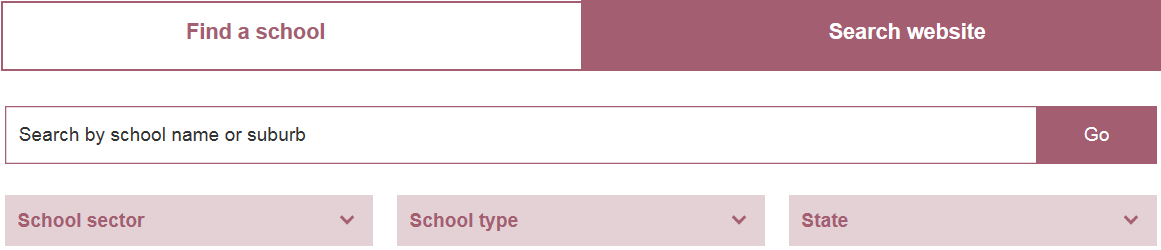
Each student who receives 100% attendance for the school term receives a gold letter and goes into the draw to win a prize. Individual students with 100% attendance for the whole school year are acknowledged and celebrated at the annual school awards night. Students with 100% for the whole year receive a trophy and go into the draw to win a major prize.

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



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘NAPLAN’ to access the school NAPLAN information.



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](http://www.nap.edu.au/naplan)) is an annual assessment for students in Years 3, 5, 7 and 9.