



Caboolture East State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Since 1980 Caboolture East State School has proudly served the Caboolture community, striving together to create a safe and positive learning environment for our school community to excel and to continue excelling. Caboolture East State School values student diversity, recognising the need to ensure success for all students as competent and capable learners. Caboolture East State School piloted the Prep Year from 2004. Yr 1-6 curriculum aligns with the Australian Curriculum, incorporating Gifted and Talented, Early Intervention, Learning Support and Special Education programs. Teaching focuses on foundations of English-Maths, supported with innovative integrated curriculum challenges. Strong sporting ties support local sporting involvement. Strong community relationships: Community Renewal Project, QUT Caboolture Campus, Early Years Centre, Management of Young Children Program (MYCP), Red Cross, Active Schools and community associations strengthen our educational delivery. Our Chaplain provides spiritual and wellbeing support for our students. Our Parents and Citizens Association fosters cohesion within the school community and provides advice and additional resources critical to our success.

Principal's Foreword

Introduction

All Queensland schools annually publish meaningful information for parents about student and school performance. Each year Caboolture East State School sets specific goals and targets as part of its Strategic Planning process. The School Annual Report is a summation of the annual planning and reviewing process. This includes reviewing student and school performance against the outcomes, performance indicators and targets established in the previous year.

The 2016 School Annual Report provides a snapshot view of our school's priorities, its achievements and challenges, and is one way of communicating to the broader community the pride we have in our students' learning endeavours and commitment to being the best that they can be.

At Caboolture East State School we are committed to developing, supporting and nurturing the developmental needs and aspirations of our students. We aim to provide a learning environment that is responsive and forward looking, through the development of learning programs that well equip our students for the demands and rigours of a changing world. We are determined to work in partnership with parents and the community to create a culture of high expectations and to preserve these high standards in everything we do.

Our core business is the development of the social, emotional, academic and physical potential of each student. We believe that all students are competent and capable learners. As a result it is our professional responsibility to enable them to establish a sense of their own self-worth within a supportive environment and provide opportunities for students to take risks with their learning. Within the diverse student population, there is also a specific focus on providing programs which cater for children with a disability aged 0 to 13. Through the Early Childhood Development Program (ECDP), a district facility based on our

campus, children from birth to Prep age can be educationally supported. As a result, the community we serve extends beyond the immediate boundaries of the Caboolture East community.

In 2016 Caboolture East State School, using Investing for Success funding, continued making a difference to the learning outcomes, with an Early Years focus, supported by a highly committed staff. During 2016 the school continued a 'Successful Transitions' project supporting pre-prep students and families to transition to school. The project successfully engaged 'Early Years' care providers by establishing a network to share good practice and positive transition processes.

The following report aims to provide parents and the community with information that is common to all schools in Queensland. It outlines the highlights and successes of Caboolture East State School during the 2016 academic year.

School Progress towards its goals in 2016

2016 Improvement Actions	Outcomes
<p>Successful learners – meet your learners needs in Literacy and Numeracy</p> <ul style="list-style-type: none"> • Deliver oral language activities that target phonological and phonemic awareness • Using the North Coast Region: " A Guide to School Based Assessment Tools and Year Level Expectations" as a base guide develop school based Year Level Expectations in reading, numeracy and U2B • Embed a shared understanding and pedagogical practice of the School Reading Program • Build teacher capacity to recognise and remediate key misconceptions through The Elements of an Effective Maths Lesson that align to ACARA content and process strands • To fully implement both ACARA and the QCAR in alignment with the P-10 curriculum framework reflecting the Caboolture East school community and learning context resulting in a Whole School Curriculum Plan • Alignment of Curriculum planning, teaching, assessment and reporting that engages the diverse range of students in learning by staff driving the agenda through participation in CRG (Curriculum Reference Group) • Ensure a variety of processes are in place to maximise the number of students in the U2B (process to begin in Prep in Literacy/Numeracy) • Implement strategies and programs to cater for the ability levels and optimal learning for these students utilising a Growth Mindset philosophy 	<p>Ongoing to deepen teachers' capability in 2017</p>
<p>Know your learners - Data informed teaching</p> <ul style="list-style-type: none"> • Implement and engage in regular reading, writing and numeracy data discussions to inform improvement, guide teaching and prompt early intervention • Implement screeners throughout whole school to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) delivering aligned programs based on student data – Sounds to Letters • Ensure a range and balance of assessment tools are being used to ensure teaching is targeted at the needs of each child (Diagnostic, formative and summative) followed by the provision of child-centred feedback • Support the writing framework with a variety of teaching/learning activity/resources connected to identified areas of need writing and the ACARA 	<p>Ongoing to deepen teachers' capability in 2017</p>
<p>Student Well-being</p> <ul style="list-style-type: none"> • Develop and implement a consistent approach to the case management of identified (behaviour, well-being, attendance) students who are not part of Caboolture East's 'Special Education' program. • Through Supporting Successful Transitions explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centres and local high schools. • Continue to involve parents in the implementation of school wide policies and initiatives through P&C, PBL and Restorative Practices 	<p>Achieved with intention to further embed in 2017.</p>
<p>Attendance framework</p> <ul style="list-style-type: none"> • Develop and communicate Caboolture East's 'Attendance' Policy and Procedures' across entire school community • Analyse trends in attendance data at the whole school, class and individual student level • Implement both proactive and reactive strategies to increase student attendance to 92% • Communicate, promote and celebrate student attendance rates in the wider community 	<p>Achieved</p>

Future Outlook

Caboolture East State School will narrow its focus on reading improvement in 2017. As we utilise the Investing for Success (I4S) funding, our Strategic Plan provides us with the opportunity to engage extra resources that will enable us to continue to build teacher capability and sustainable practices, ensuring that student learning outcomes continue to improve. This will ensure consistent improvement trends into the future. Consistency in reading teaching practice in every classroom is required with a focus on intellectual rigour and engagement of students in their learning. Our school will focus on student wellbeing and engagement academically, behaviourally and social emotionally to create positive learning environment for all students.

Key Priorities:

- Implement a whole school reading and oral language/phonological awareness action plan
- Implement Early Years Oral Language and early intervention literacy programs in prep to year 2 classrooms
- Continue implementation of differentiation strategies for students below NMS Increase HR resources to support Oral Language and Early Years Intervention Programs
- Continue the implementation of the Upper 2 Bands Impact Projects in Reading and Numeracy
- Implement social emotional HERO program to increase student engagement in learning
- Provide extensive professional development of teaching staff through the establishment of Professional Learning Communities, coaching, peer observations and feedback

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	683	317	366	73	87%
2015*	666	310	356	72	93%
2016	695	335	360	76	88%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://data.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Caboolture East State School caters for a multicultural and diverse student community and has an Enrolment Management Plan. The school caters for a range of students with disabilities, predominately students with either an Intellectual Impairment or Asperger's Syndrome and has specific facilities and supports for students with hearing impairments. Caboolture East's population of students with disabilities reflects approximately 13% of the total school enrolment. Aboriginal and Torres Strait Islander students reflect approximately 11% of the total school population. Caboolture East continued to implement a range of strategies to improve literacy and numeracy outcomes, attendance rates and Community engagement for Indigenous students and their families. In 2016 approximately 90% of Year 6 students at Caboolture East State School proudly attended State High Schools within Caboolture local district. Homes in the area are a mix of owner-occupied and rental properties. Accommodation in the area is in high demand from families with school age children as the school is enrolment managed.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	23	25
Year 4 – Year 7	25	26	27
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

At Caboolture East State School our curriculum programs are developed using the Australian Curriculum and delivered using effective pedagogies. We believe our curriculum programs are engaging, relevant and contribute to our students' improved learning outcomes. The curriculum programs are supported by the Curriculum Leadership team which includes the Principal, Deputy Principals, Head of Curriculum, Head of Early Years, Engagement Coach and STLans.

In 2016 we launched the Caboolture East Curriculum One Note providing a clearly outlined and consistent approach to teaching and learning. A team approach to curriculum planning and its implementation was established across year level teams. Teachers collected meaningful student data and used this data to inform planning, teaching and assessing. School-wide targets for student achievement were set and monitored throughout the year.

- ECDP – the Early Childhood Development Program provides support and educational programs for students with disabilities from birth to 6 years
- Our focus is on improving Literacy and Numeracy outcomes for all students through intensive Literacy and Numeracy Blocks where these KLAs are explicitly taught with I4S resources supplementing additional staff support
- LOTE, Chinese, is delivered across years 5 and 6 with cultural perspectives in Year 4
- Quality Music programs utilising ICTs and whole class music keyboards and guitar lessons
- Physical Education features a developmental NRL squad for Year 3 and 4 students
- A Gross Motor Skill program (Perceptual Motor Program) targets the Prep to Year 1 students and integrated within the PE Program
- Gifted and Talented priorities are delivered through both classroom and project based events. Curriculum is personalised for gifted students along with school based projects that delivers gifted and talented outcomes eg U2B
- Caboolture East State School continued partnerships with Caboolture TAFE and Caboolture QUT and Kelvin Grove QUT campuses. These enhance the learning opportunities for our students and encourage and model the philosophy of lifelong learning. Projects have included: G & T programs, ICT Projects, Pre-service teacher supervision, Teacher-Aide Placements, HPE projects, Drama and Dance
- Transition programs delivered for Pre-Prep and Yr 6 students entering high school

Co-curricular Activities

Caboolture East State School encourages students to participate in a wide variety of extra curricula enrichment programs in addition to the regular curriculum. These include:

- Student Council
- Active Leaders Program
- School Music Concerts
- Sport Gala Days (Interschool Sport)
- Instrumental Music Programs and School Concert Band
- Caboolture East celebrates a biannual School Musical Production along with a 'Showcase' in the alternate year that highlights excellence in The Arts
- Choir – Junior and Senior
- Stephanie Alexander Kitchen Garden Project for Year 4 Students
- Yr 6 Camp
- Excursions and "on-site" activities eg Arts Council (Twice yearly – All Year Levels).

How Information and Communication Technologies are used to Assist Learning

Expectations for ICT integration and Professional Learning requirements are informed by the embedded ICT organisers from the National Curriculum and Australian Teacher Standards. These continue to form an integral component in delivering innovative educational programs that cater to the interests and needs of students learning within a modern world. Caboolture East State School has developed every classroom as an eLearning space that utilise ICT equipment such as smart boards and data projectors, laptops, iPads and computers. All students have access to these spaces throughout the week.

Social Climate

Overview

Caboolture East State School is committed to providing a safe, supportive and inclusive environment which maximises the educational opportunities and outcomes for all students. The school recognises that for optimal learning to take place, we must provide an inclusive, supportive environment. Our Responsible Behaviour Plan for Students is based on rights, responsibilities, rules and consequences. All students, staff and community members are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

2016 saw the continued implementation of our school wide Positive Behaviour for Learning (PBL) support program being embedded within our school. School expectations at Caboolture East are based on our rules – Be Safe, Be Respectful and Be a Learner. Our improvement strategy further embedded PBL support across the school ensuring that all decisions (staff up-skilling, areas for improvement, rewards etc.) are based on the analysis and sharing of school wide behaviour data.

A Head of Curriculum - Student Engagement position was established to support students with challenging behaviours by implementing behaviour and attendance plans. Staff were also in-serviced in the Essential Classroom Practices and Restorative Practices. A role was created for a Student Support Teacher who assisted in classrooms and had special projects to support students who were identified as needing additional support to engage in school life.

Caboolture East's Wellbeing Team met every three weeks and outcomes from these meetings and behaviour data were regularly shared with staff across multiple forums. Our goal in 2016 to move to a PBL Tier 2 school was partially achieved. With PBL becoming fully embedded across our school with fidelity, internal survey results during 2016 demonstrated we were Tier 2 ready.

Our PBL Reward program enables students to earn GSB Points providing positive acknowledgement of students behaviour of our three school rules – Be Safe, Be Respectful, Be a Learner. Caboolture Elite Postcards were introduced as another acknowledgement of positive behaviour.

Additional student support is provided by the school Guidance Officer, available four days per week. The school liaises with outside support services to coordinate and facilitate support for families in need. A School Chaplain worked 4 days per week to provide pastoral care and supportive strategies to enhance the social and emotional wellbeing of our children. Our school's Indigenous Liaison Officer has continued to increase the educational outcomes of our Indigenous students and the involvement of their parents within our school community. We believe that quality student outcomes are the result of a partnership between parents, teachers and the school administration and supported by a safe and supportive school environment, quality school curriculum and teacher pedagogy.

Education Queensland undertakes a School Opinion Survey process to gauge Parent, Student and Teacher opinions on aspects of school operations. All staff are surveyed as well as all students in the upper primary sector. In 2016 all families had the opportunity to participate the survey process. The overall level of satisfaction by the school community in the performance of our school is of a high standard in all areas. For a school the size of Caboolture East, the student and staff results listed below are to be celebrated and reflect areas for ongoing improvement.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	83%	91%	83%
this is a good school (S2035)	78%	91%	92%
their child likes being at this school* (S2001)	100%	96%	88%
their child feels safe at this school* (S2002)	79%	91%	83%
their child's learning needs are being met at this school* (S2003)	84%	91%	83%
their child is making good progress at this school* (S2004)	84%	91%	79%
teachers at this school expect their child to do his or her best* (S2005)	84%	96%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	76%	91%	83%
teachers at this school motivate their child to learn* (S2007)	78%	87%	83%
teachers at this school treat students fairly* (S2008)	78%	83%	78%
they can talk to their child's teachers about their concerns* (S2009)	89%	96%	87%
this school works with them to support their child's learning* (S2010)	79%	91%	83%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	68%	78%	83%
student behaviour is well managed at this school* (S2012)	58%	74%	65%
this school looks for ways to improve* (S2013)	89%	87%	83%
this school is well maintained* (S2014)	84%	91%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	94%	90%
they like being at their school* (S2036)	92%	93%	95%
they feel safe at their school* (S2037)	88%	92%	87%
their teachers motivate them to learn* (S2038)	96%	100%	94%
their teachers expect them to do their best* (S2039)	98%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	95%	96%
teachers treat students fairly at their school* (S2041)	92%	92%	90%
they can talk to their teachers about their concerns* (S2042)	89%	92%	88%
their school takes students' opinions seriously* (S2043)	90%	92%	90%
student behaviour is well managed at their school* (S2044)	74%	84%	84%
their school looks for ways to improve* (S2045)	97%	96%	98%
their school is well maintained* (S2046)	95%	94%	89%
their school gives them opportunities to do interesting things* (S2047)	94%	97%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	93%	100%
they feel that their school is a safe place in which to work (S2070)	70%	85%	91%
they receive useful feedback about their work at their school (S2071)	89%	86%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	90%	93%
students are encouraged to do their best at their school (S2072)	96%	96%	98%
students are treated fairly at their school (S2073)	93%	92%	96%
student behaviour is well managed at their school (S2074)	67%	71%	93%
staff are well supported at their school (S2075)	81%	79%	93%
their school takes staff opinions seriously (S2076)	88%	82%	96%
their school looks for ways to improve (S2077)	93%	94%	98%
their school is well maintained (S2078)	89%	99%	98%
their school gives them opportunities to do interesting things (S2079)	81%	90%	96%

* Nationally agreed student and parent/caregiver items

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

Performance measure

Percentage of school staff who agree# that:	2014	2015	2016
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DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents and the wider community continue to play an important role in school life. Parental involvement in each child's education is encouraged and ample opportunities exist at various levels to enable parents to be engaged to a level that suits them best. This involvement ranges from attendance at events and functions to volunteering to assist in classrooms, through to involvement at a decision making level through the P&C Association. Caboolture East's energetic P&C Association works cooperatively within the whole school and supports the operation of a Tuckshop and Uniform Shop.

The highlight of 2016 for our P&C Association was the completion of a long term plan to 'Air Condition' every classroom across the school. The impact that this will have on our students both now and into the future cannot be underemphasised. Our P&C are great supporters of school programs and events including Discos, our ANZAC Day Commemoration and play an active role in raising much needed school funds. The Caboolture East State School Parent & Citizen Association meets on the third Tuesday of each month.

Performing Arts are an integral part of the culture at Caboolture East State School through regular performances at every school Assembly, Choir groups and community events such as Community Christmas Carols.

Parent/teacher interviews are offered twice per year and are a valuable opportunity for parents/caregivers to be kept informed of their child's progress, as well as to share any concerns with the classroom teacher. Facebook and newsletters are important communication tools to keep our school community informed.

The improved attendance has continued with a consistent core group of parental volunteers. Positive reinforcement of parent volunteers through recognition using certificates and morning teas and Volunteer High Tea at the end of the year.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our school rules of Be Safe, Be Respectful and Be a Learner are used to explicitly teach children expectations of positive behavior and relationships to develop life-long skills for our students. Prep to Year 2 students also attended the Ditto show to build their awareness of protective behaviours and being safe.

Our staff have completed professional development to increase their understanding of students from complex trauma backgrounds and poverty who demonstrate social and behavioural challenges at Caboolture East SS. The school is committed to increasing prosocial behavior and reducing anti-social behaviours in the school context which can then be transferred into other settings leading to increased emotional well-being and social participation.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	144	142	172
Long Suspensions – 6 to 20 days	0	0	4
Exclusions	0	1	1
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

During 2016 the school continued to adopt many sustainable initiatives including paper and cardboard recycling, water tanks and 'veggie/flower gardens'. Staff Meetings continually feature snapshot segments on environmental best practice which teaching and non-teaching staff are encouraged to incorporate into daily activities. Increases in the environmental footprint, would align with the increased number of classrooms with air conditioners following a P&C fund raising initiative. Also we have increased the number of buildings on campus due to a \$7 million ECDP project. The ongoing building program throughout this time period would have substantially affected the increase in both electricity and water data.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	183,402	4,209
2014-2015	191,999	10,198
2015-2016	200,031	25,169

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	59	50	<5
Full-time Equivalent	53	32	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	9
Graduate Diploma etc.**	11
Bachelor degree	38
Diploma	
Certificate	

*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 2016 were \$52 500

The staff at Caboolture East State School have a strong commitment to their professional learning. The major whole staff professional development initiatives in 2016 included (but not limited to):

- Teaching reading effectively
- Age Appropriate Pedagogies - Prep
- YUMI Maths
- Essential Skills for Classroom Management
- Restorative Practices
- Trauma informed practices - Complex Care Positive Behaviour Support
- Oral Language and Literacy development
- Unit Planning, Curriculum Data and Dashboard

The proportion of the teaching staff involved in professional development activities during 2016 was **100%**.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	84%	85%

*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 2016 for all Queensland Primary schools was 93%.

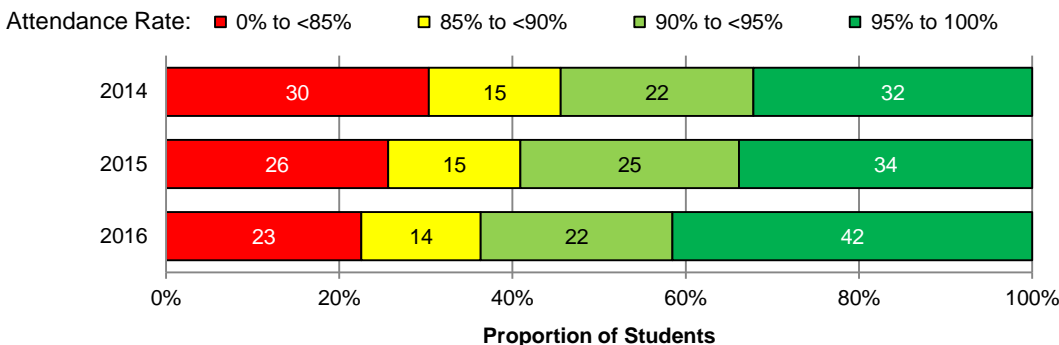
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	88%	89%	90%	88%	88%	87%	88%					
2015	90%	90%	89%	88%	89%	90%	89%						
2016	91%	91%	91%	89%	90%	90%	90%						

*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 DET 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.

'Every day Counts' is embedded into the culture of the school community and the lifting of expectations around school attendance is part of our School Strategic Plan.

- Student attendance is maintained on a daily basis with constant monitoring of students attendance and absentees

- Class rolls are marked twice each day by teachers using OneSchool. All staff receive instructions on the correct way to mark rolls, in accordance with audit requirements of the Department of Education and Training.

- Accountable absences are incorporated within the management process by administrative and teaching staff

Parents of students, who are identified by their class teacher or office personnel as having been absent for longer than three days, without notification of reason, are contacted either by the class teacher or by a member of the school administration. Non-attendance of a student, that continues to be flagged as of concern is then brought to the attention of the Deputy Principal or the Principal.

In 2016, a same day notification system was trialled to text parents when their children were absent without explanation. Parents were also called for an explanation and are given the information regarding the requirements of compulsory participation. Continual absences are followed by formal letters. We also involve government and non-government agencies to work with the families and the school to assist with student attendance. Regional Office is notified if all efforts from the school are unsuccessful.

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

School name

Suburb, town or postcode

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.

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