Caboolture East State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

School overview

Caboolture East State School is privileged to work with our parents and students in a partnership that focuses on empowering all students to become engaged and caring citizens. Our motto is 'Strive to Excel' and this underpins our whole school approach to teaching and learning. Staff are committed to engaging students in learning through high expectations and caring relationships. Our school values of Be Kind, Be Brave, Work Hard and Belong unperpin our positive relationships with students, parents and the Caboolture East community.

We strive to build strong links with students, parents and the school community. At Caboolture East, we strive to ensure that each member of our diverse community is valued, nurtured and encouraged in an environment that provides equitable opportunities for ALL to Excel.

Our curriculum is based on the Australian Curriculum and prioritises English and Maths to ensure that students develop strong foundations for all learning areas. We extend learners through differentiation and our STEM/Robotics program. Digital learning tools are used to engage students and support individualised learning opportunities.

Our staff are committed to providing a safe learning environment with high expectations in learning and behaviour. We continue to strive to develop the cognitive, social, emotional and physical needs of all our students. Our Helping Emotions Regulate Outcomes (HERO) Program support students to develop positive and proactive classroom and playground behaviours. Through our caring relationships between staff and students, we explicitly teach students how to develop self-regulation strategies and make positive behaviour choices. Restorative practices are part of our school culture to promote student learning and positive relationships.

Our Arts program includes instrumental music program for students from Years 4-6 and includes brass, woodwind and percussion instruments. Sport, physical education and team challenges are highly valued at Caboolture East. Specialist teachers implement the Physical Education program. Students participate in team sports at school and interschool sports in our Gala Days program.

At Caboolture East, we share a great common interest - your children! Please do not hesitate to contact the school to ask questions or express any concerns you have regarding your child or their education. We welcome the opportunity to talk with you!

School progress towards its goals in 2018

In 2018, our school focussed on a whole school approach to teaching reading and student engagement. Key actions, as outlined in our Annual Implementation Plan included a clear focus on implementing the whole school reading framework and continuing to implement the whole school approach to social emotional wellbeing through the school HERO program.

2018 Improvement Actions	Outcomes
Priority 1: Reading • Curriculum Reference Group and HERO PLC's lead review of pedagogical framework and implementation of evidence based strategies • Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice reading pedagogy • Analyse and share collated school and teaching data-sets to inform targeted teaching (reading data A-E, NAPLAN, Diagnostic) • Provide targeted intervention support by Speech Language Pathologies and teacher aides to increase literacy levels	Achieved Ongoing in 2019
• Teachers implement with consistency the Whole School Approach to Teaching Reading across the Gradual Release Model • Teachers participate in instructional rounds to increase consistency of practice in reading and engagement in learning • Targeted explicit instruction aligned to success criteria and learning goals in reading, writing • Implement targeted intervention to Close the Gap in reading for P-YR 3 I/EALD students with the support of I/EALD Regional Coach • Support teachers understanding of Reading Data Literacy (Assessment of learning, for	Ongoing to deepen teachers' capability in 2019

Caboolture East State School

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	learning and as learning) to monitor and track reading improvement to inform differentiated teaching and to map performance against the standard.	
Priority 2: Engagement		
• Implement tiered HERO program to increase student wellbeing through self-regulation, mindfulness and engagement strategies		Achieved with intention to further embed and review in 2019.
• Teachers participate in instructional rounds to increase consistency of practice in engagement in learning		
• Advancement Team targets student intervention in learning, attendance, behavior and social emotional wellbeing		
• All staff identify an area of reading and engagement to develop (APP) and are supported by the pedagogy coach and leadership team to achieve their identified learning goals		
• Through **Supporting Successful Transitions** explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centres and local high schools.		

Future outlook

In 2019, our sharp and narrow improvement agenda includes embedding:
- Linking reading to writing

- Student Engagement

Level of achievement targets to monitor our progress:

	English		Math	
Semester	*1*	*2*	*1*	*2*
Prep #	70%	75%	65%	70%
Year 1	71%	76%	71%	76%
Year 2	73%	78%	75%	82%
Year 3	81%	85%	84%	86%
Year 4	67%	72%	80%	85%
Year 5	72%	77%	73%	76%
Year 6	62%	67%	70%	75%

Key Strategies/Actions:

Improvement priority 1: Linking Reading to Writing
- Teachers implement with consistency the Whole School Approach to Teaching Reading across the Gradual Release Model
- Teachers share pedagogical practice within learning teams to increase consistency of practice across English
- Moderation of planning intent and assessment throughout the teaching and learning cycle internally and across the cluster
- Deliver oral language activities and intervention that targets phonological, phonemic awareness and vocab eg ABC & Beyond, Robust Vocab, Read it Again, Age Appropriate Pedagogies, Jolly Phonics
- Implement targeted intervention to Close the Gap in reading for P-YR 3 I/EALD students with the support of I/EALD Regional Coach
- Support teachers understanding of data literacy (assessment of learning, for learning and as learning) through collaboration to monitor and track improvement to inform differentiated teaching and map performance against the achievement standard.

Improvement priority 2: Student Engagement
- Continue to embed tiered HERO program to increase student wellbeing through trauma informed practices and engagement strategies
- Launch our HERO program and school values to increase community support of student wellbeing
- Explicit teaching of school values and character strengths to develop growth mindset
- Learning teams analyse student data at an individual and cohort level to develop a response to intervention to monitor performance and strategy outcomes to inform next steps in teaching and learning.

- Provide extensive professional development of the Berry St Education Model, Professional Learning Communities, coaching, peer observations and feedback

The school will work in conjunction with local cluster schools to share effective teaching strategies in reading as well as deep learning and social emotional wellbeing processes. Caboolture East will collaborate with cluster schools to improve performance and to innovate. The cluster will create opportunities for teachers and aspiring leaders to work together on projects that benefit all our schools and students.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	695	624	596
Girls	335	308	290
Boys	360	316	306
Indigenous	76	78	90
Enrolment continuity (Feb. – Nov.)	88%	89%	90%

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

Caboolture East State School caters for a multicultural and diverse student community and has an Enrolment Management Plan. Our school is committed to ensure that all students, including students with a disability can access, participate and succeed in education on the same basis as other students. All students are supported through a school environment that values, celebrates and responds positively to diversity among its students, families, staff and communities. From the 597 enrolled students at the time of the National Consistent Collection Data, 144 students met the criteria of having a disability under the Commonwealth Disability Discrimination Act 1992 definition. This definition is broad and includes temporary and permanent disability that a person has now, may have in the future or is believed to have. For the 144 students, the adjustment type that was put in place to address was as follows:

Substantial	55
Supplementary	76
Quality differentiated teaching practices	13

The students fell into the following disability areas:

Cognitive	76
Physical	11
Sensory	12

Overall, 24% of students at Caboolture East State School met criteria to be included in the NCCD capture in 2018. Identified students were supported through adjustments made in collaboration between parents/carers and the classroom teacher, special education teacher, Head of Curriculum in Learning and Engagement, Head of Special Education, Guidance Officer, Speech Language Pathologist, Occupational Therapists and Physiotherapists. All students with a disability were supported to achieve their personalised support plans inclusively, accessing school programs in alignment with their support plans.

Aboriginal and Torres Strait Islander students reflect approximately 15% 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. A range of programs including an Artist in Residence Program, Naidoc Week celebrations, bush tucker garden, and Year 4 and 5 Deadly Choices Program complemented the embedding of Aboriginal and Torres Straight Islander Perspectives across the school.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	24	23
Year 4 – Year 6	27	26	26
Year 7 – Year 10			
Year 11 – Year 12			

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

The Australian Curriuclum sets the expectation for what all Australian students are taught regardless of where they live or their background. For students in Prep – Year 6, it means that students now have access to the same content and their achievement can be judged against consistent national standards. Our teachers work collaboratively to organise the curriculum programs that are engaging, relevant and contribute to our students' improved learning outcomes.

In alignment with the implementation of the Australian Curriculum in Queensland, our curriculum offerings in Prep to Year 6 include:

English	Technologies
Maths	Health and Physical Education
Science	Swimming (Years 1-4)
Humanities and Social Sciences	Languages Other Than English (Chinese) (Years 4-6)
The Arts	Instrumental Music (Years 4-6)

Teachers differentiate their curriculum delivery to meet the needs of children. 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. The Advancement Team provides teachers with support to respond to individual student needs.

Programs for Students with Disabilities are developed in collaboration with relevant school community members, for the purpose of providing a flexible and customized learning experience based on each child's learning needs. A range of support measures for students with disabilities includes: SEP classes, in-class support or a combination of both. ECDP – the Early Childhood Development Program provides support and educational programs for students with disabilities from birth to 6 years.

Indigenous perspectives were implemented within learning units and supported at Caboolture East State School by the Indigenous Liaison Officer. Students from Prep to Year 6 were involved in a day of celebration recognizing NAIDOC week. Children participated in a number of activities including storytelling, painting and Indigenous games.

The curriculum focus across the school includes:
- improving Literacy outcomes for all students through intensive Literacy and Numeracy Blocks where these KLAs are explicitly taught with I4S resources supplementing additional staff support in reading
- 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 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
- partnerships with Caboolture TAFE and University of Sunshine Coast 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: Robotics, Science 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
- Development Squad for Netball, AFL, Rugby League
- 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
- Stephanie Alexander Kitchen Garden Project for Year 4 Students
- Yr 6 Camp
- Excursions and "on-site" incursions eg QUT Science Van, Arts Council

How information and communication technologies are used to assist learning

Information and Communication Technology is used at Caboolture East State School to enhance and support student learning.
Our students continued to utilise desktop computers, laptops, XO laptops and iPad devices to assist in teaching and learning in Prep – Year 6. iPads and XO laptops are currently used with students on a one-to-one basis and for use in small group learning activities. Support staff also use iPads as a resource when providing learning support to students across the school.

Students are explicitly taught ICT skills to enable them to be proficient users of the technology that is required to function in society and adapt to new technologies as they are introduced. The school utilises web based instructional software in the form of Reading Eggs and Story Ladder to engage children with the curriculum.

Our teachers continue to grow and develop their capacity in the use of digital resources to maximise student learning across the curriculum. Every learning environment is outfitted with an Interactive Whiteboard, as well as a speaker system. This allows teachers to access and present multimedia resources, and in particular, allows the presentation and execution of resources that support the National Curriculum.

Social climate

Overview

Our positive school climate is enhanced through an explicit focus on teaching our School Rules which are 'Be Safe, Be Respectful and Be a Learner. Our three school rules are the embedded foundations to maintaining a safe, supportive and disciplined learning environment at Caboolture East State School. The school has developed a comprehensive School Responsible Behaviour Plan which was updated and endorsed by our Parents and Citizen Association in 2018. A copy of our Responsible Behaviour Plan can be found on our school website.
In 2018, the Helping Emotions Regulate Outcomes (HERO) Program was implemented which encompasses Positive Behaviour for Learning (PBL) program, restorative practices and social emotional learning. The HERO program is integral at Caboolture East State School as it assists with:

- Students who struggle with self-control, emotional regulation, poor attachment and relationship skills, chronic stress or deficits in learning
- Students who are trauma-affected or exposed to traumatic stressors
- Students who need to build personal stamina for independent learning
- High achieving students who require strategies for personal resiliency

Our Engagement Coach role continued working with teachers to develop pro-active strategies to support students demonstrating challenging behaviours. All staff also participated in introductory professional development to increase awareness of trauma informed practices to increase self-regulation and create a school-wide approach to develop students' emotional literacy.

The Advancement Team identifies, prioritises and coordinates access to appropriate support programs that address a range of social, emotional and behavioural issues eg Lunch time plans, Active Leader activities, playground buddies. Our Engagement Coach and School Chaplain work with individual and groups in pastoral care programs providing a range of social skilling programs. The Chaplain's lunchtime games groups provide valuable support for students. Our school's Indigenous Liaison Officer has continued to improve the educational outcomes of our ATSI students and the involvement of ATSI parents within our school community.

Anti-bullying programs are provided across all year levels. These focus on a proactive approach for students to use the High Five and connect to our values to Be Kind, Be Brave, Work Hard and Belong. Anti-bullying programs include teaching children strategies to build self-confidence, identifying what constitutes bully, building resilience and assertiveness as well as strategies to respond to bullying behaviour and to support their peers in bullying situations by being an Upstander.

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)	83%	96%	99%
• this is a good school (S2035)	92%	92%	97%
• their child likes being at this school* (S2001)	88%	96%	100%
• their child feels safe at this school* (S2002)	83%	94%	96%
• their child's learning needs are being met at this school* (S2003)	83%	94%	98%
• their child is making good progress at this school* (S2004)	79%	94%	98%
• teachers at this school expect their child to do his or her best* (S2005)	92%	96%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	94%	96%
• teachers at this school motivate their child to learn* (S2007)	83%	98%	98%
• teachers at this school treat students fairly* (S2008)	78%	87%	94%
• they can talk to their child's teachers about their concerns* (S2009)	87%	96%	98%
• this school works with them to support their child's learning* (S2010)	83%	92%	97%
• this school takes parents' opinions seriously* (S2011)	83%	91%	94%
• student behaviour is well managed at this school* (S2012)	65%	83%	86%
• this school looks for ways to improve* (S2013)	83%	91%	97%
• this school is well maintained* (S2014)	88%	91%	96%

* 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)	90%	94%	94%
• they like being at their school* (S2036)	95%	95%	94%
• they feel safe at their school* (S2037)	87%	92%	92%
• their teachers motivate them to learn* (S2038)	94%	97%	98%
• their teachers expect them to do their best* (S2039)	98%	99%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	97%
• teachers treat students fairly at their school* (S2041)	90%	87%	93%

Percentage of students who agree# that:	2016	2017	2018
• they can talk to their teachers about their concerns* (S2042)	88%	88%	89%
• their school takes students' opinions seriously* (S2043)	90%	86%	93%
• student behaviour is well managed at their school* (S2044)	84%	76%	83%
• their school looks for ways to improve* (S2045)	98%	96%	100%
• their school is well maintained* (S2046)	89%	89%	92%
• their school gives them opportunities to do interesting things* (S2047)	91%	94%	96%

* 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)	100%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	91%	93%	100%
• they receive useful feedback about their work at their school (S2071)	95%	89%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	88%	93%
• students are encouraged to do their best at their school (S2072)	98%	100%	99%
• students are treated fairly at their school (S2073)	96%	95%	96%
• student behaviour is well managed at their school (S2074)	93%	85%	93%
• staff are well supported at their school (S2075)	93%	95%	97%
• their school takes staff opinions seriously (S2076)	96%	93%	96%
• their school looks for ways to improve (S2077)	98%	98%	100%
• their school is well maintained (S2078)	98%	98%	99%
• their school gives them opportunities to do interesting things (S2079)	96%	91%	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

At Caboolture East, we believe that partnerships with parents play a vital role in students' learning and well-being. We take every opportunity to involve parents in their child's education. We welcome parents into the school along with their children through our enrolment process which involves meeting the Leadership Team, class teachers and a school tour.

Other opportunities for parent involvement include:
- Volunteering in classrooms, tuckshop and breakfast club
- Community involvement and attendance at a variety of school events and excursions
- Year level learning celebrations
- Kitchen Garden Project
- Under 8s Day
- Book Week Character Parade
- Anzac Day Service
- P&C School Discos each term
- P&C meetings and events
- Community Carols Evening
- Parent Teacher interviews and reporting twice yearly
- Musical performances at Junior/Senior fortnightly parade
- Bi-annual School musical

- Interschool sports Gala Days
- Athletics Carnivals
- Graduation and Awards Day
- School Facebook comments and messages
- Training workshops for parents to build skills to support their child's learning

Parents and the wider community continue to play an important role in school life. Our P&C are great supporters of school programs and events including Positive Behaviour for Learning, Discos, ANZAC Day Ceremony and play an active role in raising much needed school funds.

The Advancement Team assists classroom teachers to identify specific learning, social emotional wellbeing and behaviour needs of individual children. Parents are encouraged to take an active role in understanding the classroom program and adjustments for their child. This ensures they are well informed about how they can support their child's learning progress. Children requiring significant support have individual learning plans which are developed in consultation with the class teacher, parents, the Head of Special Education and SEP Teachers.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our school expectations are explicitly taught to enable students to make positive behavior choices focusing on personal safety and how to resolve conflict without violence or physical aggression. Our school Helping Emotions Regulate Outcomes (HERO) program aims to develop life-long social skills that maintain positive relationships for students. Our school is committed to the safety of staff, students and families and eliminating domestic and family violence in any of its forms. Nobody should have to tolerate domestic or family violence and our school is committed to supporting families to access help. Prep to Year 2 students also attended the Ditto show to build their awareness of protective behaviours and being safe. Our Chaplain implements Seasons for Growth and social emotional learning programs. Year 6 students participated in the Rock and Water program that teaches students about self-respect.

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

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	172	144	89
Long suspensions – 11 to 20 days	4	3	1
Exclusions	1	1	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

During 2018 the school continued to adopt many sustainable initiatives including paper and cardboard recycling, water tanks and 'veggie/flower gardens'. Students coordinate in-class recycling to implement sustainable practices across the school. To reduce waste across the school 'Waste Free Wednesday' was introduced by Year 5 students. With air conditioning units in all classrooms electricity consumption has declined in comparison to previous years. Staff are encouraged to incorporate sustainable practices into daily activities. The school continues to strive for a reduced environmental footprint by implementing continued sustainable practices.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	200,031	200,100	194,314
Water (kL)	25,169	792	15,111

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	58	54	<5
Full-time equivalents	51	31	<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	1
Masters	9
Graduate Diploma etc.*	11
Bachelor degree	38
Diploma	
Certificate	

*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 $47 469.

The major professional development initiatives are as follows:

- Teaching reading effectively
- Age Appropriate Pedagogies - Prep
- Explicit Instruction
- Instructional Rounds in Reading and Engagement
- Student Wellbeing - Berry Street Education Model - Trauma informed practices
- Oral Language and Literacy development
- Unit Planning, Curriculum Data and Dashboard
- Inclusive education for students with disabilities including Auslan, Autism
- Communities of Practice

Staff collaborate in professional learning through peer observations, early career mentoring program and curriculum reference groups.

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, 96% 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	90%	90%	90%
Attendance rate for Indigenous** students at this school	85%	89%	87%

* 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.

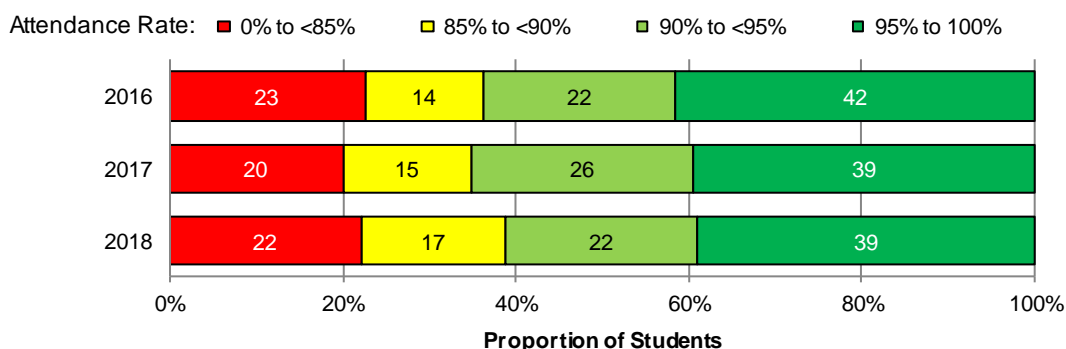Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	91%	93%	92%
Year 1	91%	93%	90%
Year 2	91%	90%	91%
Year 3	89%	91%	89%
Year 4	90%	88%	91%
Year 5	90%	89%	88%
Year 6	90%	89%	89%

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	23	14	22	42
2017	20	15	26	39
2018	22	17	22	39

Proportion of Students

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.

'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 daily by teachers using One School. 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.

Same day notification system is used 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. Formal letters are sent to follow up continual absences. 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.

Student attendance is celebrated for those attending 100% of the time. Overall annual attendance is celebrated with all students achieving the school target of 92% receiving a certificate. The Community Education Counsellor monitors 'On Track' attendance progress with our Indigenous students each week.

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.