

# KIPPA-RING STATE SCHOOL



# ANNUAL REPORT 2017

Queensland State School Reporting

## Contact Information

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## School Overview

### EDUCATION QUEENSLAND VISION

*Inspiring minds. Creating opportunities. Sharing Queensland's future.*

### EDUCATION QUEENSLAND PURPOSE

Preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

### EDUCATION QUEENSLAND VALUES

- **Customers** Creating positive experiences through enabling choice, being responsive and providing inclusive services.
- **Innovation** Recognising and cultivating innovation.
- **High performance** Working efficiently and effectively, with high expectations of each other, our services and our students.
- **Accountability** Promoting evidence informed decision making, transparency and accountability.
- **People** Developing productive relationships based on trust, respect and valuing diversity

### STATEMENT OF PURPOSE – KIPPA-KING STATE SCHOOL

Our school vision is for a proactive, effective and student focused organization, reflecting our commitment to:

***“Striving... Learning... Achieving Together.”***

Our school plans on a three year strategic cycle that clearly defines school priorities and manages human, financial and material resources to best support our explicit improvement agenda (EIA).

## OUR SCHOOL FOCUS

*“Every day, in every classroom, every student is learning and achieving.”*

### SCOPE:

The 2017 **School Annual Report** (SAR) provides a snapshot of **Kippa-Ring State School** activities during the past twelve months.

Our school plans on a four year strategic cycle, with an Annual Improvement Plan that clearly defines school priorities and effectively manages human, financial and material resources. This process supports quality implementation practices for the benefit of our students, staff, families and the extended school community.

School activities are aligned with the priorities of the Queensland government’s Department of Education and Training (DET), as well as the particular needs of our local school community.

We work with the strong support of government primary, secondary and special schools within the (Redcliffe) **Peninsula Education Precinct** (PEP). This productive partnership enhances state education provision and smooths transitions from Prep to Year 12.

'Building the Education Revolution' (BER) provided an exciting phase in the school's development. Over \$4,100 000 was invested in school facility improvements in two years. This program funded our Resource (Technology) Centre and multi-purpose Hall. Total student enrolments: about 350 Prep to Year 6, co-educational.

The school has an integrated approach to curriculum planning, teaching, assessment, moderation and reporting. Our Performing Arts program consists of Visual Arts, Dance, Music and Drama. Students access the computer lab, library and individual classroom computers.

Parents and carers are key partners in each child's education. It is essential that a strong, unified and respectful partnership exists to support individuals and groups of students.



**Great things happen in state education**

PENINSULA EDUCATION PRECINCT

Dedicated, Distinctive And Determined

## Principal’s Foreword

### Introduction

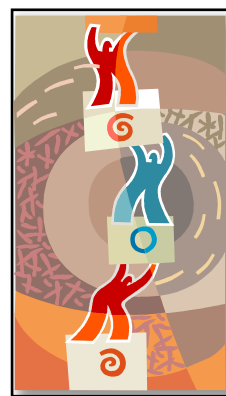
#### School Progress towards its goals in 2017

Our **School Data Profile** includes the following areas of progress.

- **Effect Size (NAPLAN):** (The measure of school / student performance over time).  
Data based on Reading, Writing, Spelling, Grammar and Punctuation and Numeracy results in Years 3 and 5.  
2015 – 2017: Superior to Qld State Schools Gain in 4 out of 5 test areas.
- **Mean Scale Score (MSS - NAPLAN)** Improvement Relative to the Nation (2008 -2017):  
Year 3: Superior in all five test areas. Year 5: Superior in 4 of the 5 tests.
- **% Upper Two Bands (U2B)** – Improvement relative to the Nation  
Year 3: Superior to Qld State Schools in 4 out of 5 test areas.  
Year 5: most significant improvement (2008 – 2017) in Reading (4.2%), Spelling (10.7%), Grammar and Punctuation (5.5%).

## SCHOOL OPINION SURVEY (SOS - 2017)

The **TOP 5 results** from our **2017 School Opinion Surveys** were...



### ☺ PARENT SURVEY RESULTS – TOP 5 RESULTS

- 1) *I can talk to my child's teachers about my concerns.*
- 2) *The school is well maintained.*
- 3) *Teachers at this school are interested in my child's wellbeing.*
- 4) *My child is making good progress at this school.*
- 5) *My child likes being at this school.*

### ☺ STUDENT SURVEY RESULTS – TOP 5 RESULTS

- 1) *My teachers expect me to do my best.*
- 2) *My teachers encourage me to do my best.*
- 3) *I am encouraged to use computers and other technologies at my school for learning.*
- 4) *My teachers motivate me to learn.*
- 5) *My teachers challenge me to think.*

### ☺ STAFF SURVEY RESULTS – TOP 5 RESULTS

- 1) *Staff at this school are approachable.*
- 2) *I have the necessary skills to do my job effectively at this school.*
- 3) *Staff at this school have good team spirit.*
- 4) *This school encourages me to take responsibility for my work.*
- 5) *I enjoy working at this school*

## Future Outlook

### Agenda for Improvement

### OUR TEACHING AND LEARNING FOCUS:

**Student Achievement \*GOAL: 70% of students achieving C # or more**

	ENGLISH				MATHS				SCIENCE			
	2016		2017		2016		2017		2016		2017	
	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
<b>Prep #</b>	49	56	54	63	61	69	52	71	61	69	67	73
<b>Year 1</b>	60	61	46	62	74	75	63	63	86	75	72	81
<b>Year 2</b>	56	59	58	61	61	64	60	67	63	69	61	72
<b>Year 3</b>	49	50	61	63	51	48	65	59	62	48	65	64
<b>Year 4</b>	81	79	56	55	60	67	65	60	81	83	67	66
<b>Year 5</b>	55	54	60	62	65	44	47	60	55	62	69	78
<b>Year 6</b>	47	64	68	70	72	68	76	77	57	55	75	68
<b>Average</b>		<b>59.6</b>		<b>62.3</b>		<b>62.1</b>		<b>65.3</b>		<b>65.9</b>		<b>71.7</b>

*Prep # - Working with and Above*

**NAPLAN \*GOAL: To increase the number of students achieving Upper 2 Band results.**

	Year 3		QLD 2017	Year 5		QLD 2017
	2016	2017		2016	2017	
<b>Reading</b>	32.6	40.7	48.9%	22.7	16.3	35.6%
<b>Writing</b>	26.8	16.7	37.3%	6.8	0	12.6%
<b>Spelling</b>	36.6	36.1	42.4%	13.6	20.9	31.5%
<b>Grammar &amp; Punctuation</b>	36.6	45.9	54.5%	25.0	14.0	33.0%
<b>Number</b>	25.6	18.3	36.0%	11.4	7.0	25.9%

- **Literacy and Numeracy**
  - ✓ Increase the number of students in the Upper 2 NAPLAN bands (U2B)
  - ✓ Decrease the number of students below the national minimum standard
  - ✓ Maths teaching focus activities through real life experiences, supported by enhanced material and equipment allocation. Participation in the YuMi Deadly Maths program, in partnership with QUT Kelvin Grove.
- **“Closing the Gap”** between the attendance and outcomes of Indigenous and non-Indigenous students.
  - ✓ Improved attendance patterns as an important part of school attendance policy implementation
  - ✓ Increased teacher aide support of Reading and Maths groups. (Investing for Success funding)
- Improved **student attendance (> 92% attendance rate)**, with less late arrivals and early departures.
- **Improved learning engagement**
  - ✓ Review the school's pedagogical framework, supported by staff professional development. Support via 'walk throughs', observation and feedback cycles.

## Our School at a Glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2017:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	372	179	193	43	90%
<b>2016</b>	358	167	191	50	90%
<b>2017</b>	377	180	197	51	89%

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

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

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

## Characteristics of the Student Body

### Overview

Students at Kippa-Ring State School are recognized as individuals. Teachers plan to differentiate learning experiences to cater for the diverse range of student abilities, needs and interests.

Student development is carefully monitored and assessed. Each student's progress is moderated and reported to parents / carers a minimum of four times throughout the year.

We measure progress over time (value added), tracking individuals, particular groups, as well as class and year level cohorts. Specific intervention programs support students with learning difficulties.

We encourage student leadership development (Senior Leaders Program, Student Council, Instrumental Music Program, Sports academies) and provide a range of activities for more able students to further extend and challenge their abilities and skills. This include University of New South Wales ICAS testing and a selection of the Queensland on-line IMPACT programs.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	22	25
Year 4 – Year 6	28	23	22



# Curriculum Delivery

## Our Approach to Curriculum Delivery

### Pre Prep programs

Our school has a strong investment in Pre Prep programs. We are an active member of the **PLN** – a network of schools with direct ties to Early Years providers on the Redcliffe Peninsula. This involves visits to centres, transition programs and targeted professional development opportunities.

We sponsor '**Kippa's Littlest Readers**', where children from two neighbourhood centres come to school for reading time and borrow from our library.

Our **Play Group** is a feature program that we support with a teacher and teacher aide. They engage a large, multi-age group of children and their parents / carers in an array of learning activities.

### A full range of curriculum offerings is available to students.

- The school has an integrated approach to curriculum planning, teaching, assessment, moderation and reporting. We teach to the National Curriculum.
- Teachers work in year level teams, supported by a curriculum co-ordinator, to develop units of work based on connectedness, intellectual quality, supportive school environments and the recognition of difference.
- Performing Arts program consists of Visual Arts, Dance, Music and Drama.
- We encourage students to participate in the Australasian Schools academic competitions. These challenging activities provide us with extension learning opportunities. Students have achieved High Distinctions (Top 1%) in the University of New South Wales academic testing program (ICAS).
- Honour Student badges are presented to students with excellent learning engagement, attendance and behaviour, based on an annual criteria for excellence.
- Students in Year 5 undertake a "Senior Leader" nomination and selection process, in advance of their final year of primary education. Student leaders who achieve this status can then apply for School Captain, House Captain or Performing Arts Captain roles.
- Technology is a primary focus across the school, as students and staff continue to improve their skills in information, communication and creative industry applications.

### Co-curricular Activities

School excursions (off site) and incursions (on site) complement classroom learning activities. Students in Year 5 and Year 6 have the opportunity to participate in our school camp program. This activity alternates, one year 'beach', the next year 'bush', to enhance each student's experience in diverse environments.

Kippa-Ring State School has an established **Positive Play Program**, consisting of age appropriate adventure playgrounds, library, (Technology) Resource Centre and a diverse array of clubs to cater for students' needs and interests.

We have accreditation as a registered agent for the Queensland Government "**Get in the Game**" initiative. Eligible children aged 5 – 17 are assisted to join a sport or recreation club with *Get Started Vouchers* valued @ \$150. Parents appreciate this support and our involvement also enhances relationships with many sporting clubs across the district.

In 2018, we aim to establish an **Outside School Hours Care** program, to cater for the needs of modern families. A quality, stand-alone facility is being upgraded to surpass the standards required to meet criteria.

We also host two Positive Learning Centres (PLCs); one secondary and one primary. This maximizes the use of our facilities and provides a benefit to state schools across the Redcliffe Peninsula and Deception Bay areas. A management committee of school principals oversees the operation of each centre.

## How Information and Communication Technologies are used to Assist Learning

Technology is a major school focus and is a vital element in the construction of each unit of learning. Students access the Resource Centre and individual classroom computers. The Resource Centre is also available at rostered school breaks and is very popular with students.

Our \$1.6 million Technology Resource Centre, with state of the art resources, adds to our existing classroom resources. The availability of iPads continues to increase.

A number of students have computer monitor responsibility, based on their quality skill set.

An important aspect of staff professional development is focused on improving technology skills. Staff development and training is an essential feature for improving student learning outcomes.

Students and teachers access technology throughout the site, with the provision of Interactive Whiteboards in all teaching spaces. This was accompanied by a major professional development program for staff and further enhances teacher expertise and student engagement.

## Social Climate

### Overview

Kippa-Ring State School supports a safe, inclusive learning community. Diversity and inclusion are key components of the ethos of the school. Students are supported by staff, parents, volunteers and their extended families.

Parents / carers are valued partners in learning and have important roles to play in supporting each child's development.

The school partners with a variety of community agencies to strengthen the services available to students and their families. Officers from the Police Citizens Youth Club, Redcliffe Leagues Club, Our Village Foundation and Schools of Excellence (Redcliffe High and Clontarf Beach High) are valued community assets.

We are supported through a Guidance Officer allocation, as well as teachers in areas including Learning Support, Literacy Coach, Music, LOTE Chinese, Health and Physical Education and Instrumental Music.

We recognize excellent learning outcomes and behaviour. Our student reward scheme is supported with timely, targeted feedback, "Kippa Paws" (reward notes), personal postcards and certificates for students, recognizing improvement and excellence.

Every student has "**My Learning Passport**", an individualised recognition and reward scheme that focused each child on quality learning engagement. The passport records goal setting, monitors attendance, provides a school-home communication strategy and is a focus for feedback, a key feature leading to improved learning outcomes.

Our school has undertaken specialized training in the School Wide Positive Behaviour Program. This is an internationally recognized program. We have also acted as mentors for other schools, both primary and secondary, who have wanted to commence this program at their site.

*Program Achieve – You Can Do It!* has been firmly established as our key social – emotional support program. Two staff members trained as facilitators, led by Professor Barnard, the author of the program.

The five keys to success and happiness are pivotal in the programs implementation, focusing on enhancing the habits of persistence, organization, confidence, getting along and resilience.

- Based on high expectations, a feedback culture, quality student management processes and our universal **You Can Do it!** program, we have seen a decline in inappropriate behaviour (May 2016 – May 2017) of 40%.
- In the 2017 School Opinion Survey (SOS), parents noted a very positive improvement (+11.7%) that 'student behaviour is well managed at this school'.
- In addition, students recorded a +12.1% improvement: 'I feel safe at my school' and staff indicated a +15.3%: 'student behaviour is well managed at this school'.



## Parent, Student and Staff Satisfaction

### Parent Opinion Survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	82%	90%	90%
this is a good school (S2035)	82%	81%	85%
their child likes being at this school* (S2001)	91%	91%	90%
their child feels safe at this school* (S2002)	91%	84%	81%
their child's learning needs are being met at this school* (S2003)	82%	88%	90%
their child is making good progress at this school* (S2004)	82%	91%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	81%	95%
teachers at this school motivate their child to learn* (S2007)	82%	88%	85%
teachers at this school treat students fairly* (S2008)	82%	79%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	95%
this school works with them to support their child's learning* (S2010)	91%	95%	85%
this school takes parents' opinions seriously* (S2011)	82%	80%	84%
student behaviour is well managed at this school* (S2012)	73%	68%	80%
this school looks for ways to improve* (S2013)	91%	88%	89%
this school is well maintained* (S2014)	100%	93%	90%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	92%	83%	95%
they like being at their school* (S2036)	94%	74%	86%
they feel safe at their school* (S2037)	84%	77%	89%
their teachers motivate them to learn* (S2038)	95%	92%	96%
their teachers expect them to do their best* (S2039)	99%	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	83%	94%
teachers treat students fairly at their school* (S2041)	88%	85%	89%
they can talk to their teachers about their concerns* (S2042)	85%	73%	77%
their school takes students' opinions seriously* (S2043)	87%	88%	82%
student behaviour is well managed at their school* (S2044)	78%	57%	59%
their school looks for ways to improve* (S2045)	94%	90%	95%
their school is well maintained* (S2046)	90%	80%	90%
their school gives them opportunities to do interesting things* (S2047)	98%	83%	86%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	95%	100%
they feel that their school is a safe place in which to work (S2070)	95%	98%	100%
they receive useful feedback about their work at their school (S2071)	95%	93%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	88%	90%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	93%	95%	97%
student behaviour is well managed at their school (S2074)	79%	80%	95%
staff are well supported at their school (S2075)	91%	95%	95%
their school takes staff opinions seriously (S2076)	90%	98%	100%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	98%	93%	100%
their school gives them opportunities to do interesting things (S2079)	98%	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 and carers are key partners in each child's education. Their expectations and interest in each child's education makes a huge difference. 'Parents and teachers as partners in Learning' is a consistent key message in our interactions.

It is essential that a strong, unified partnership exists to support individuals and groups of students.

In the 2017 **School Opinion Survey** (SOS), parents indicated that the two greatest positive changes from 2016 were:

1. Teachers at this school provide my child with useful feedback about his or her school work. (+13.6%)
2. Teachers at this school treat students fairly (+11.9%)

The most positive responses were:

1. I can talk to my child's teachers about my concerns (95.2%)
2. This school celebrates student achievements (95.2%)

Parents and community volunteers assist the school as classroom tutors in Support-a-Reader (SAR) and other educational programs. Programs are co-ordinated by our Learning Support Teacher, through our Learning Support Centre – "The Blue Room".

We are fortunate to have a keen and active Parents and Citizens Association. Regular meetings are held, focusing on supportive programs to enhance student learning. The P&C has Tuckshop and Bookshop / Uniform Shop Sub Committees.

The P&C runs a Mothers' Day and Fathers' Day stall, working bees, supports school cultural, sporting and community events. It is an important forum for parents to share ideas and plan for school improvement.

## Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. All staff have a responsibility to model exemplary practices and to positively engage with students and other stakeholders. We also fund additional guidance officer time and our Local Chaplaincy Committee (LCC) assists the valued work of our school chaplain.

*Program Achieve ("You Can Do It!")* was commenced in 2016, after two staff members undertook facilitator training with Professor Michael Barnard, the author of the program.

Programs also focus on personal safety and awareness, including identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognize, react and report when they, or others, are unsafe.

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	24	51	44
Long Suspensions – 11 to 20 days	1	7	5
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return.

A constant challenge is improving school facilities whilst reducing the school's environmental footprint. With construction of two additional buildings (School Hall and Resource Centre), maintenance costs rose.

An obvious concern is the rapidly rising costs of essential services and utilities.... electricity and water. We encourage all site users to be energy conscious.

Whilst we endeavour to be frugal in our consumption, the continually increasing prices / rates are a concerning budget impost. We have installed many rainwater tanks and solar panels. Hot, dry weather has a strong impact on our financial resources.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	68,074	8,585
2015-2016	78,038	4,536
2016-2017	89,793	9,496

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

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Sector:

Government

Non-government

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	30	23	<5
Full-time Equivalent	25	15	<5

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	2
Graduate Diploma etc.**	3
Bachelor degree	15
Diploma	10

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$12,546.

This does not include teacher release time, for co-operative planning, assessment and moderation and a variety of professional development activities, both site-based and off-site.

The major professional development initiatives are as follows:

- *The Teaching of Reading – Quality Standards, quality teaching*
- *Data informed decision making*
- *Differentiation in planning and teaching*
- *Positive Behaviour for Learning (PBL)*
- *“You Can Do It!” – Program Achieve*

Likewise, 100% of teacher aides participated in professional development and training. Every staff member has a current Developing Performance Plan.

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

The 2017 **School Opinion Survey** (SOS - Staff), acknowledged...

- *The school takes staff opinions seriously (100%)*
- *My school has an inclusive culture where diversity is valued and respected (100%)*
- *I have the authority necessary to do my job effectively (100%)*
- *Staff at my school work as a team to deliver improved outcomes (100%)*
- *My school has taken action as a result of last year’s School Opinion Survey (100%)*

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	85%	88%

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

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

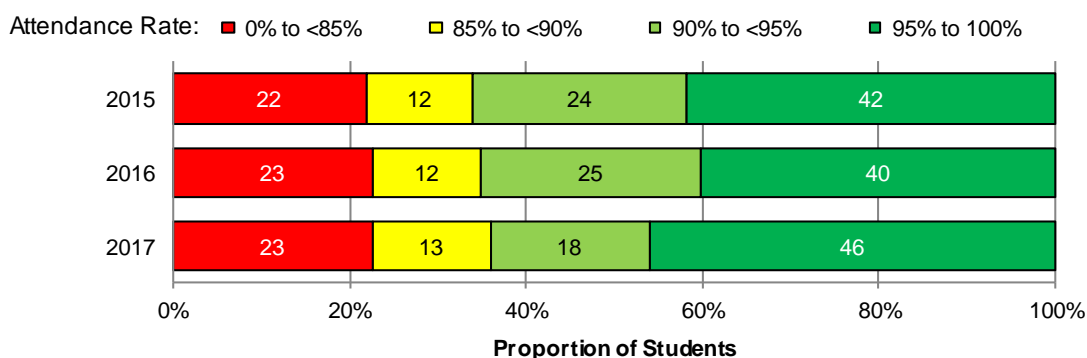
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	89%	90%	88%	92%	87%	92%	92%
2016	90%	89%	90%	92%	91%	86%	92%
2017	90%	88%	90%	92%	92%	92%	90%

\*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 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.

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.

Our school focuses on encouraging and recognizing excellent attendance. This proactive policy includes teacher feedback to students and families c/- Class Dashboard data, parent-teacher meetings, semester reports and award certificates for students with quality attendance practices.

Poor attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Electronic rolls are marked twice daily. Late arrivals or early departures are recorded. A dedicated "Absence Line" is provided for parents / carers to inform the school of every absence. We have also introduced an automated text messaging service that connects with families who have unexplained absences.

Families are encouraged to provide advance information if they are taking holidays etc. during school time.

Regular absence reports are generated and the appropriate follow up calls or letters are undertaken. Chronic absence is reported to the appropriate authority. Attendance is published in each student's semester report.

Excellent attendance is encouraged at every opportunity... individual students, parades, newsletters, articles on the direct relationship between quality attendance and improved learning outcomes. Every day counts!

## NAPLAN

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

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

### Find a school

Sector:

Government

Non-government

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

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