Caloundra State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Welcome to Caloundra State School - an Independent Public School. We pride ourselves on being a place where students want to be and we strongly uphold our core values of Respect, Responsibility and Safety so every student can "Be a Learner". We are a medium sized State school which caters for approximately 600 students from Prep to Year 6. Our school was established in 1899 and is situated in an idyllic beachside location. Our Vision is "Delivering Educational Excellence" and we strive to achieve this for all students through: a commitment to real life learning; a provision of inclusive and engaging learning experiences; setting and expecting high standards of teaching, learning, effort and behaviour; celebrating achievements; and creating learning environments that are happy, safe and stimulating for our learners. We plan our learning experiences using the Australian Curriculum and continue to remain focused on the teaching of literacy and numeracy so that all students can reach their full potential. We implement the use of an ever widening range of digital technologies as an integral part of the learning process and provide our students with a vast array of extra-curricular options to enrich learning each day. We have established strong partnerships with parents and members of our local community who contribute to student learning experiences in many ways. Student learning is built upon a foundation of strong values of respect, responsibility, self-discipline, co-operation and manners. Both teaching and non-teaching staff ensure they continue to develop their skills and knowledge through quality learning opportunities, ensuring the best possible curriculum delivery for our students, based on Marzano's "The Art and Science of Teaching" framework. Caloundra State School provides a quality, well-rounded education for all students. We are very proud of our students' achievements and the dedication and skills of our experienced teaching and non-teaching staff.

Principal's Foreword

Introduction

Caloundra State Primary School is an Independent Public School with a rich history and strong academic achievements that serves a strong, supportive local community. This School Annual Report provides the community with a comprehensive but concise picture of the progress we have made throughout 2016 as well as communicating our goals for the future.

Our school is committed to Education Queensland's *Strategic Plan 2015 – 2019* in that every student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment. Our focus is on building a strong team, underpinned by strong leadership and high expectations to ensure we continue to deliver improved learning and achievement for all students.

School Progress towards its goals in 2016

The School Improvement Unit conducted a full school review in October 2015 to evaluate the school's performance against the nine domains of the *National School Improvement Tool*. It also recommended improvement strategies for the school to consider. The result of this process is the creation of *The Strategic Plan 2016 -2019*, which outlines 3 key areas for improvement and the success indicators to guide progress:

Priority 1: Teaching Quality
Success Indicators:
- An Engaging Curriculum.
- Improved reading, writing and numeracy achievement in NAPLAN so that achievement is above National means.
- Deep understanding of and the implementation of sophisticated programs in STEM so programs meet current requirements.
- Curriculum plans that reflect the Australian Curriculum and engage students in the learning process.

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Success Indicators:
- Differentiated Learning.
- Data is skilfully analysed to inform planning, decision making and resourcing.
- A curriculum that is tailor-made to meet student need and delivered in an effective and engaging manner.
- A professional development agenda that is individualised to reflect the learning needs of staff and makes use of the expertise of staff as mentors, models or coaches.

Priority 3: School Performance
Success Indicators:
- An Expert Teaching Team.
- A coaching, mentoring, observation and feedback cycle that develops teaching quality and student outcomes.
- The Annual Performance Development Plan identifies the professional development needs of staff.
- The Art & Science of Teaching (ASOT by Marzano) is the embedded pedagogical framework that guides instruction.
- School Wide Positive Behaviour Support (SWPBS) program influences all behaviour. Professional Learning Teams that deepen knowledge and understanding of the teaching and learning process.

Progress in 2016: Professional Learning Teams (PLT) have been establish for 3 curriculum areas – Reading, Writing and STEM, as well as 3 strategic areas of Differentiation, ASoT and SWPBS. The curriculum PLTs prioritised the drafting of Calmats, which are an outline for the consistent school-wide approach to the teaching and learning of each of these areas. Through these PLTs, the understanding of the demands of the Australian Curriculum has become clearer, enhancing the teaching quality.

The strategic PLTs planned a series of strategies which enhanced teacher capacity to meet student needs through a combination of effective teaching strategies detailed in the ASoT framework, detailed planning to support individual student needs guided by the Head of Curriculum (HOC), and supported by a positive behaviour program taught consistently across all year levels. All 3 priorities will be continued to be progressed into 2017.

Future Outlook

The 2017 Explicit Improvement Agenda (linked to AIP) identifies a sharp and narrow focus on 2 priority areas:

Priority 1: Writing

EXPERT TEACHING TEAM
- Create, manage and professionally develop an expert writing team including Writing Coach, Master Teacher, STLAN, HOC and PLT
- Continue coaching and observations cycles via the Writing Coach focused on teaching writing, goal setting and success criteria.
- Continue to embed 7 Steps to Writing within the school with focused lessons, continued development and APDP goal setting conversations
- Review, refine and implement 'Writing Calmat' through weekly PD with all staff to ensure common approach to writing
- Engage with Rod Campbell to collaborate the direction of Caloundra writing program.

WRITING CYCLE
- Engage Teachers and TA's in using the writing cycle consistently in understanding, planning and teaching
- Embed the Writing Cycle as a priority during year level planning sessions and planning activities
- Continue mapping of the Seven Steps program and English grammar from Prep to Year Six to ensure effective, quality teaching and saturation of essential skills.
- Implement strategies for improving vocabulary, cohesion, spelling and paragraphing provided in a central location.

WRITING TASKS
- Build writing stamina by embedding extended writing tasks within the English curriculum (minimum one task per week)
- Complete writing stimulus created by the writing PLT provided to all staff in Years One to Six in term one and term three. Year One teachers to attempt task at their own discretion in term one.
- Implement extended writing tasks with a NAPLAN focus and provide feedback and review with staff.
- Engage Rod Campbell's crafting writing assessment sheets and utilize the Rod Campbell's book for strategies.
- Explicitly engage all teachers to meet, discuss and moderate tasks both within and between year levels.

WRITING WARM UPS
- Create and refine writing warm ups for teachers to use with their classes at least 3 times a week.
- Implement a different focus for each term – term one - writing stamina, term two: writing sentences, term three: adding detail to writing, term four: punctuation, proofreading, editing.
- Ensure warm ups to be saved in a central location with other writing resources (EdStudio).

Priority 2: Positive Behaviour for Learning
- Continue to explicitly teach PBL lessons in increase student knowledge and engagement of school processes
- Develop behaviour plans for individually targeted and identified students
- Review the previous year's data to identify students / year levels for support
- Build and improve communication strategies with parents about attendance/lates and behaviour through staff PD
- Engage all staff in PBL professional development including either refresher/tier 1, 2/ESCM, FBA training
- Embed explicit wellbeing skills sessions for students utilizing specialist staff and support staff to improve engagement
- Build and engage all students in the positive rewards system and improve communications of these systems at home
- Engage and embed the school behaviour consequence and management systems with parents to ensure replication
- Conduct parent workshops and increase opportunities for the parent to engage in school activities
- Conduct rewards days each term for students who demonstrate good behaviour and high attendance

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	454	229	225	22	91%
2015*	464	226	238	19	90%
2016	583	299	284	41	92%

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://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

Caloundra State School provides co-education from Prep to Year 6 for just over 600 students. Caloundra State School is again experiencing a period of growth in student enrolments. Students always display an excellent standard of behaviour both within and outside of the classroom. Student attendance is high with absences being explained or investigated.

Students attend Caloundra State School from all over the Caloundra area and encompass a wide range of socio-economic characteristics. We currently have 56 students who identify as Indigenous which equates to 9% of our enrolment population as well as a number of students who were born in countries other than Australia, including the United Kingdom, New Zealand, Russia, Vietnam, Thailand, India and South Africa. We have a small percentage of students receiving English as a Second Language support. Caloundra State School also has a small number of students who are identified as 'Student with Disabilities'

Enrolment growth has increased significantly with students enrolling from local, regional, interstate and international areas. The majority of students relocating from the school move away from the Caloundra catchment area, mostly due to families seeking employment or housing in other regions.

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	21	23	24
Year 4 – Year 7	21	24	25

*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.

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Curriculum Delivery

Our Approach to Curriculum Delivery

Caloundra State Primary School has aligned curriculum documents to reflect the Australian Curriculum Assessment and Reporting (ACARA) and the Queensland Curriculum Assessment and Reporting (QCAR) agendas. Our curriculum is built around our major focus on students achieving solid foundations in literacy and numeracy.

Our Prep curriculum is a balance between ACARA, QCAR and Age Appropriate Pedagogies, ensuring that our students receive the best start to schooling possible. Prep students play an active part in negotiating and contributing to the contexts of learning.

All learning experiences delivered within our school are planned in order to respond to student interest, ability, need and learning phase. The goal for all of our students is to achieve the best possible outcomes for all Key Learning Areas.

We provide a variety of learning experiences that are specific to the phase in which the students are learning. These include, but are not limited to: The Australian Government excursion – Yr 6 students travel to Canberra; *Just Dance* – school-wide dance program taught by specialist dance teacher culminating with a public performance; School Edible Garden – all students work with an expert teacher to learn about sustainability, food production and healthy eating; Caloundra Enrichment and Extension Program (CEEP) - literacy and numeracy extension for students operating in the middle to upper 2 bands from P-6; and Bilai Environmental Education Centre's educational experiences.

Co-curricular Activities

We provide our students with a wide range of extra-curricular learning experiences and opportunities throughout the year to enhance their skills and abilities across a wide-range of areas.

• Student leadership program – encouraging all years 4-6 students to become leaders in our school through involvement in; Student Council, Games Rangers buddy program, play equipment distribution and the organisation of fundraising and school events.

• Academic excellence programs – encouraging all students to achieve high academic results and extend their area of passion through involvement in such activities as Opti-Minds, Robotics Club and external Literacy, Numeracy and Science testing.

• Sporting excellence programs – rugby league, rugby union, touch football, athletics and cross country involving clinics run by Queensland Roar, Walla Rugby and other specialist coaches; interschool sport competition in various seasonal sports; and before school swimming squad. We encourage whole school participation in the school athletics, swimming and cross country programs.

• Cultural excellence opportunities – enriching student immersion and development in The Arts through programs and activities such as; Strings Program in Years 3-6, Instrumental Music program in Years 5-6, Dance Excellence (CalStars and CalSquad) Years 3-6, school choir Years 3-6, Wakakirri Story Dance Competition Years 4-6, and whole-school dance and visual arts programs.

• Community Events – encouraging all students to become active citizens in our community and involving our community to be a part of our school through participation in events such as; ANZAC Day Ceremony - The RSL and Light Horse Brigade are heavily involved in this celebration; NAIDOC Week, Ride and Walk-to-School Day, Daniel Morcombe Day, Relay for Life, Anti-Bullying Month and Carols by Torchlight.

How Information and Communication Technologies are used to Assist Learning

Computers and digital technology are an integral part of learning at Caloundra State Primary. Our school uses the following resources to enhance student learning experiences:

• A minimum of seven laptop computers in each classroom in years 5 and 6.
• A minimum of eight iPads being shared between classes in years prep, 1, 2 and 3.

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- A senior computer lab housing 28 computers and a junior computer lab housing 26 computers.
- One mini-lab for Year Four and a set of 8 iPads for general school use.
- A green room filming suite located in our Resource Centre using dedicated iPads running apps.
- Whole school cabled with fibre optic broadband internet access.
- Interactive whiteboards in all year level classrooms, Music room, Library and Junior Computer lab.
- Increase in peripherals, e.g. iPads, robotics, digital cameras, document cameras, video cameras and scanners.
- Greater integration of ICTs into unit planning of the Australian Curriculum Digital Technologies curriculum, supported by ICT Coach.
- Increased use of virtual classrooms and e-learning via the Learning Place.
- School-wide installation of the Windows 8.1 Managed Operating Environment
- Laptops for all teachers.
- Professional development and implementation of One School.
- School intra-net team site imbedded to increase levels of communication for all staff.

Social Climate

Overview

At Caloundra State Primary School, a significant emphasis is placed on providing a learning environment where all students feel safe and supported. We strive to keep a "family feel" by maintaining a strong commitment to provision of services to all members of our school community. Our school has a number of well-being services in place including a School Chaplain, a Guidance Officer, Religious Instruction program, Kids Hope mentoring program provided by trained community members, OSHC and vacation care programs and a dedicated team of student support services staff.

In recent years the School Wide Positive Behaviour Program was introduced at Caloundra Primary. The program concentrates on the positive aspect of behaviour and is reinforced through weekly lessons, school visuals and behaviour reward schemes. In 2016, the focus was adjusted slightly, addressing the 100 or more new students and staff to the school who required an introduction to the "Caloundra Way" which outlined the high expectations and acceptable behaviours of the school.

In 2016 our School Opinion Survey showed consistency in most areas of parent and student satisfaction at Caloundra Primary. There was also a significant increase in parent and staff satisfaction in some areas.

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)	90%	95%	95%
this is a good school (S2035)	93%	93%	98%
their child likes being at this school* (S2001)	100%	96%	98%
their child feels safe at this school* (S2002)	100%	94%	98%
their child's learning needs are being met at this school* (S2003)	81%	87%	93%
their child is making good progress at this school* (S2004)	84%	93%	95%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	88%	90%
teachers at this school motivate their child to learn* (S2007)	91%	91%	88%
teachers at this school treat students fairly* (S2008)	84%	88%	90%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
they can talk to their child's teachers about their concerns* (S2009)	94%	94%	93%
this school works with them to support their child's learning* (S2010)	88%	89%	93%
this school takes parents' opinions seriously* (S2011)	94%	91%	88%
student behaviour is well managed at this school* (S2012)	84%	94%	98%
this school looks for ways to improve* (S2013)	97%	95%	95%
this school is well maintained* (S2014)	97%	98%	100%

Student opinion survey

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

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	97%	97%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	89%	97%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	87%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	96%
staff are well supported at their school (S2075)	95%	92%	91%
their school takes staff opinions seriously (S2076)	97%	94%	95%
their school looks for ways to improve (S2077)	100%	100%	100%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	100%	100%	98%
their school gives them opportunities to do interesting things (S2079)	100%	94%	98%

* 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

The school welcomes parental involvement in the education of the students. We encourage parents to assist with our major decision-making and policy making as part of Caloundra Primary's Parents & Citizens Association. We also communicate frequently with our parents through regular newsletters, formal reporting, parent-teacher interviews, regular parent sharing days, the QParents and QSchools Apps, social media via FaceBook, fortnightly updated information on the school website and through the Parents and Citizens Association.

At the beginning of the 2015 school year, Caloundra SS established a School Council as part of becoming an Independent Public School. The school council meets once a term and consists of staff, parents and P&C representatives.

There is an opportunity for everyone to become involved in education at the school. Our teachers encourage parents to spend time in classrooms to support the learning of their child as well as being informed on what is happening with their child's learning. Examples of this include: open classrooms during Book Week and Open Night, family BBQ breakfasts each term and fortnightly Chappie Breakfasts.

The Student Support Services team meets fortnightly to consider how to meet the needs of students with social, academic, emotional, behavioural and mental health issues. The team consists of Principal, Guidance Officer, Integration teachers, Support Teachers: Literacy and Numeracy, a representative from Child Youth and Mental Health Services (CYMHS) and the relevant class teacher. This group plans what adjustments are made to the curriculum for individual students and progress in communicated with parents.

Respectful relationships programs

Our Responsible Behaviour Plan for Students (copy available on our school website) supports the provision of a safe and productive learning environment for all, creating conditions for each learner to progress towards self-management. Parental support is an integral component to ensure success for all students.

The school has developed and implemented a program called School Wide Positive Behaviour Support (SWPBS) that focuses on appropriate, respectful and healthy relationships. The school also follows strategies from the *Daniel Morcombe Foundation* and *Bullying. No Way!* to focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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	33	19	32
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
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.

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Environmental Footprint

Reducing the school's environmental footprint

Caloundra State Primary School has implemented a number of strategies to reduce our environmental footprint. These include water harvesting, compost bins, paper recycling, battery re-cycling, solar power generation, school edible garden project and student council initiatives. In 2016, the P&C continued to support the payment of a "garden teacher" who teaches students about composting, gardening and natural cycles to raise awareness of health and sustainable production of food. All year levels are involved throughout the term and has expanded to include the garden being open during lunchtimes once a week. Power and water saving devices have been installed and efficient practices are encouraged during assemblies and in class lessons.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	151,273	15,484
2014-2015	159,589	28,053
2015-2016	165,877	6,221

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.

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	43	25	<5
Full-time Equivalents	35	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	13
Bachelor degree	25
Diploma	2
Certificate	0

*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 $ 49,363.

The major professional development initiatives are as follows:

- Curriculum design and planning of the Australian Curriculum and Curriculum into the Classroom
- 7 Steps of Writing
- David Hornsby – Reading comprehension skills and phonics
- Principals' forums, conferences and general meetings
- Rehabilitation, First Aid and CPR training
- Participation in the joint EQ/Griffith University Age Appropriate Pedagogies program
- Digital technologies
- Prep and Year 1 teachers and teacher aides participated in Cued Articulation Training
- Mentoring beginning teachers

The proportion of the teaching staff involved in professional development activities during 2016 was 100 %. The cost of teacher relief to attend PD was $14692.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

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Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	85%	89%

*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%.

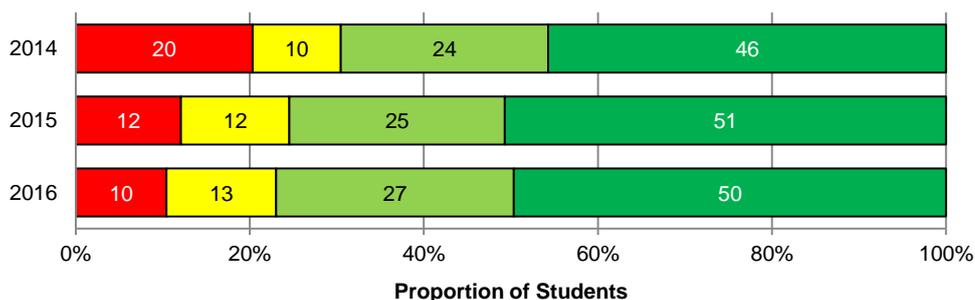| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	91%	95%	93%	92%	93%	92%	90%					
2015	94%	93%	93%	94%	93%	93%	92%						
2016	93%	94%	94%	93%	93%	93%	93%						

*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:

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%
2014	20	10	24	46
2015	12	12	25	51
2016	10	13	27	50

Proportion of Students

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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.

Class rolls are administered twice a day, once in the morning and once in the afternoon with teachers inputting the data directly into One School. On a weekly basis the deputy principal produces letters for any unexplained absence and those letters are sent home with students. Students that are persistently absent are added to a monitored list on One School and their parents are required to attend interviews when required to discuss strategies to improve absenteeism. Students are identified for that list by class teachers. In 2016, students with 100% and >95% attendance received certificates each term.

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.

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.