



Gaven State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Opened in 1995 in the hinterland area of the northern Gold Coast, Gaven State School proudly services the communities of Gaven, Gaven Heights, Oxenford, Maudsland, Pacific Pines and Studio Village. Our overwhelming purpose is: "To make a positive difference for each and every child, each and every day"; Our community values are: Be Safe, Be Proud, Be Respectful and Be a Learner.

Our curriculum is a central focus for our school and is premised on high expectations for students, particularly in the areas of literacy and numeracy. We are currently implementing the Australian Curriculum in English, Mathematics, Science, History and Geography. Our results between 2008-2016 indicate that we have made significant improvements in students tests scores and that we are improving these scores at a rate which is well above the National average.

The use of technology is a feature of our school. We have two computer laboratories fully networked and connected to the internet, as well as interactive whiteboards and fully networked and internet connected computers in every classroom. We also have ipads being used in every classroom, our classrooms are wireless connected and we are working towards a Bring Your Own Device Program.

Visual/performing arts programs are highly valued by our school community and we perform our "Gaven Gala" every two years in our recently built Woodgate Hall. We also host an Artist-in-Residence and an annual Art Show, which showcases the wonderful artistic talents of our students.

The school has also developed and implemented a highly effective "Value of the Month" Program, which is featured on weekly assemblies and is an integral component of the class curriculum. The curriculum is enhanced by strategies to support students identified as Gifted and Talented, or requiring intervention, Learning and/or Special Needs Support. Our volunteer chaplain addresses the spiritual and/or ethical needs of students.

Our school is active in the community participating in such events as Anzac Day, Eisteddfod, academic and local sporting competitions. We were the first primary school "School of Excellence in AFL" in 2014. Parents are encouraged to become actively involved in the school. Our enthusiastic Parents and Citizens Association provides the advice and additional resources critical to our success. In addition, there is a C and K Kindergarten on our premises, which is a major asset to our school and community.

Principal's Forward

Introduction

Welcome to Gaven State School's Annual Report for 2016. This report outlines this school's achievements and progress towards our goals for 2016, as well as our goals for the future to improve student performance. It also contains our school profile, the curriculum program and extra-curricular activities undertaken by staff and students, the satisfaction levels of parents, students and staff within our school community, our staff profile and the performance of our students.

Gaven State School is committed to providing quality educational experiences that are connected to real life and have a futures perspective through a supportive and creative environment. We believe that the values and desires of our families have been captured through significant consultation processes in 2009, 2012 and 2016 and reflected in the goals and aspirations for our school. The feeling of community and the productive partnerships engendered between the school and our community is of primary importance to the education of our students. Our aim is to continue to provide a seamless education from Kindergarten to Year 12 working in partnership with our local kindergartens and Pacific Pines and Helensvale State High Schools, the implementation of the Australian Curriculum in English, Mathematics, Science, History and Geography, as well as integrating units of work across the other Key Learning Areas.

We believe that by providing state of the art technology resources and instruction, we are equipping our students to be active and informed citizens, who are well-prepared for their future endeavours.

School Progress towards its goals in 2016

Implementation of Australian Curriculum

At Gaven State School we have implemented the Australian Curriculum in the areas of English, Mathematics, Science, History and Geography. Following the review of the implementation of the Australian Curriculum, some changes may be made to this implementation. One of these may be the implementation of the Humanities and Social Sciences Curriculum rather than the distinct subjects of History and Geography. We are currently undertaking the Guaranteed and Viable Curriculum process in the areas of Mathematics and English.

The Gaven Way to Literacy

Our results over the past 8 years have indicated improvement levels which are above the National rate of improvement. This is a wonderful endorsement of the school's programs and the skills of our teachers. Our school continues to see Reading as a major area of focus. The implementation of a school program in Reading and the implementation of guided reading, Tactical Teaching of Reading and text dependent questioning across the school using Teachers, Teacher Aides and Specialist Teachers have seen a major improvement in Literacy levels. During 2016, we have also continued the implementation of Speech Sound Pics (SSP) and this has had a positive effect on student outcomes across the P-2 classes. In 2017, this program will be extended via a whole school spelling program based on the SSP Model.

Focus on Top 2 Bands

The school has implemented a number of strategies to extend the learning of our more capable students and this is a major area of focus in our NAPLAN Strategy, particularly in reading and number.

Coaching/Supervision (Reading/Goal Setting)

Our Head of Curriculum and Deputy Principal have been involved in supporting teachers with their reading programs. This has involved demonstration lessons as well as giving teachers feedback on their programs and lessons. The Administration Team have also been involved in the supervision of teachers and providing feedback on performance.

Data Based Decision Making

Through year level data meetings, planning days and moderation processes, data and targets are utilised to differentiate teaching for students and improve the learning outcomes for students.

Implementation of the Responsible Behaviour Plan

The plan was implemented in 2012 and has been reviewed yearly since that time. The plan has been highly effective in reducing irresponsible behaviour and for encouraging students to take responsibility for their own behaviour. A new set of overarching rules was implemented in Semester 2, 2016.

Student Attendance

Strategies have been put in place to increase the attendance rates of students. In particular, activities centred on last days of term and follow up letters to families have seen the rate of attendance increase.

Development of leadership capabilities within school staff.

Performance plans were completed for all administrative and teaching staff in 2016. Our leadership team continued with specific leadership roles in projects being undertaken within the school and a program of professional learning in leadership undertaken.

Future Outlook

The vision, values and major priorities for our school as contained in the 2016 Annual Improvement Plan are as follows:

Our School Vision:

"To make a positive difference for each and every child, each and every day." (Pride, Respect, Learning)

Our School Values:

In our School we value:

- Be Safe
- Be Proud
- Be Respectful
- Be a Learner

2017 Strategic Objectives:

“To prepare every child for the future through the commitment to a quality curriculum, life-long learning and a supportive and engaging learning environment.” This vision will be achieved through:

- Implementation of the Australian Curriculum and inform parents of Curriculum expectations each term.
- “The Gaven Way” – Pedagogical Framework/“Differentiation”. With a focus on:
 - ❖ Reading/SSP/Spelling/Writing
- Implementation of the Guaranteed and Viable Mathematics Curriculum
- Increasing the number of students in the top 2 bands (NAPLAN).
- Use of assessment data to reflect on practices and implement classroom action plans.
- Implementation of the Responsible Behaviour Plan.
- Implementation of the Gaven “Coaching model” /“Walk Throughs”
- The creation of a connected learning community within a digital culture. (ICT/ ipads/BOYD)
- Inclusive and strategically co-ordinated intervention programs – SEP/STL&N/Closing Gap
- A continued focus on School/Home Partnerships and goal setting for students. (Parent Engagement Framework & Research Project.)
- Improved Student Attendance rates (2016 – 94.1%).
- Promotion and Marketing of our school – communication re Curriculum Expectations
- The implementation of Health and Well-Being strategies for students and staff.
- Development of leadership capabilities within school staff.
- Implementation of new Kiss and Go Procedures
- Increasing the profile and numbers of students in the choir/Instrumental Music Program.

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	616	294	322	21	95%
2015*	597	291	306	19	93%
2016	640	319	321	17	95%

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

The community around Gaven State School would be characterised as being in the lower to middle socio-economic range. The median age of the area is 34 and children aged 0-14 make up 24.3% of the population. About 13% of families are divorced or separated. 59% of the population are employed full-time and 29% part-time. Approximately 63% of the population is employed in the areas of: trades, clerical, sales, labourers and machine operators. We have a multicultural clientele with about 4% of the population from New Zealand and small percentages from England and India. 3.6% of the population identify as being of Aboriginal or Torres Strait Islander background. 6% of our students have a disability. Most students have access to computers and the school is focussed on digital communication with parents.

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	24	25	24
Year 4 – Year 7	27	25	28

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

Curriculum Delivery

Our Approach to Curriculum Delivery

Teachers from every year level have developed units of work based on the Australian Curriculum in English, Mathematics, Science, History and Geography. All other programs are taught as integrated units and are based on the Queensland Essential Learning's program. All units integrate technology to enhance curriculum delivery.

In addition, each class follows a whole school Literacy and Numeracy Basics Program. Our focus for 2016 was Reading and every classroom was expected to have a guided reading program for students incorporating the services of specialist support teachers and teacher aides. Teachers also utilise Tactical teaching of Reading and First Steps activities to teach reading across other curriculum areas such as Maths, Science, History and Geography. Students are required to set individual goals for their learning in Literacy and Numeracy.

Gaven State School recognises the value of sport and encourages all students to participate in the range of physical activities available to students. The fostering of sporting activity has contributed significantly to the successes of our sporting teams and individuals. In 2014 Gaven State School became the first primary school in Queensland to offer an AFL Excellence Program. The prototype used at Gaven has become the model for other AFL Excellence schools in South-East Queensland.

In 2015, the Gaven Gala, a singing and dancing extravaganza was performed in the Woodgate Hall to sell out audiences. The theme "Back to the Future" was chosen as it celebrated our 20th year anniversary and we were able to take a trip back to 1995 to reminisce about the music, movies and events of this time. In 2017 the Gaven Gala is on again with the theme being "Gaven Goes to the Movies" which will once again be a celebration of the talents of our staff and students.

A Values Program has been implemented across the school based on the Values for Australian Schooling. Aspects of this program are reinforced on Junior and Senior Assemblies and through classroom based instruction. Teachers also consider students' social and emotional needs when developing their differentiated programs and unit plans.

The school also has a number of intervention programs targeted at the specific academic and social emotional needs of students. These programs have been highly successful in improving the outcomes of students across a broad range of target groups.

Co-curricular Activities The following extra-curricular activities have been undertaken at Gaven State School in 2016:

- Camps – Year 4 Runaway Bay Sports Centre; Year 5 – Tallebudgera Beach School and Year 6 – Canberra Trip.
- Leadership Ceremony
- Pat and Play Incursion (Prep)
- SUPA Club
- Breakfast Club
- After School Help (ASH)
- Very Hungry Caterpillar Excursion (Prep)
- Premier's Reading Challenge.
- Readers are Succeeders Program
- Life Education and Relationships Education (Year 6).
- Parliament House Visit (Year 6)
- Fire Education (Year 1)
- ICAS Tests for English/Maths
- School Discos
- Anzac Day Ceremony
- Cross Country, Athletics and Swimming Carnivals
- Gaven State School Art Show and Artist in Residence Program
- Instrumental Music Program
- Wipe Out Waste
- Pop Up Library
- RUOK Day
- Jellurgal Cultural Centre Excursion (Year 3)

- School Fete
- Christmas Concert
- Interschool Sport
- AFL Excellence Program & AFL Queensland Cup
- Author Workshops
- Junior Writers' Festival
- Somerset Festival of Literature
- School Leadership Summit
- Pacific Pines State High School Extension Program (Year 6)
- Choir

How Information and Communication Technologies are used to Assist Learning

At Gaven State School, each unit of work undertaken by students contains a Technology focus. The use of Information and Communication Technologies is integrated into the everyday learning experiences of our students. The implementation of the Australian Curriculum has required an even greater focus in this area through the use of such platforms as Ed Studio, YouTube, and the Learning Place.

To enable this focus, the school has two computer laboratories, interactive whiteboards and a number of computers are located in every classroom. All computers are networked to enable access to both the school's server and the internet to support students in their learning. The school also has a large number of ipads and these are available throughout the school along with a wireless network. Students will be able to bring their own devices (BYOD) into the classroom to supplement the schools own ipads.

All students are required to have an Internet Agreement signed by themselves and their parents to enable access to the World Wide Web. An Information and Communication Technology Teacher has been employed 3 days per week to support the students in the achievement of technology outcomes. She has started to focus her energies on the new Digital Pedagogies and Coding Curriculum.

The school has also embedded the "Mathletics" Program within our curriculum and this has been an excellent motivator for students to improve their mathematical skills.

Social Climate

Overview

Our Responsible Behaviour Plan was implemented in 2012 based on extensive consultation within the school community. The focus of the plan is teaching students to be self-disciplined and is premised on the "You Own Your Own Behaviour" (YOYOB) notion and the "Choice Theory" philosophy. Students are taught about the "Smooth and Bumpy Road" and are encouraged to make responsible choices. We have a strong focus on anti-bullying and anti-violent behaviour and with the support of our community; this focus has had major success. There is no tolerance for violent or bullying behaviours and strong consequences are applied. The plan has been regularly reviewed to ensure its effectiveness.

The Student Council is pro-active and highly involved in environmental issues and student welfare. A variety of activities including discos, dress-up days and team activities are promoted throughout the course of the year. Programs focusing on the development of student leadership and responsibility for self, continued to be delivered in 2016 across the student population, with the Values Program being effectively implemented during the course of the year.

With respect to the School Opinion Survey, parents, student and staff satisfaction levels continue to be high. These percentages are consistent with or above other schools across the state.

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)	89%	100%	94%
this is a good school (S2035)	93%	98%	98%
their child likes being at this school* (S2001)	96%	98%	98%
their child feels safe at this school* (S2002)	100%	98%	96%
their child's learning needs are being met at this school* (S2003)	86%	96%	94%
their child is making good progress at this school* (S2004)	89%	98%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	94%	96%
teachers at this school motivate their child to learn* (S2007)	100%	100%	92%
teachers at this school treat students fairly* (S2008)	89%	92%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	98%	98%
this school works with them to support their child's learning* (S2010)	93%	98%	94%
this school takes parents' opinions seriously* (S2011)	89%	96%	90%
student behaviour is well managed at this school* (S2012)	93%	96%	89%
this school looks for ways to improve* (S2013)	96%	98%	94%
this school is well maintained* (S2014)	93%	94%	94%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	98%	98%
they like being at their school* (S2036)	91%	95%	100%
they feel safe at their school* (S2037)	88%	98%	98%
their teachers motivate them to learn* (S2038)	95%	98%	97%
their teachers expect them to do their best* (S2039)	97%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	88%	98%	96%
teachers treat students fairly at their school* (S2041)	83%	94%	92%
they can talk to their teachers about their concerns* (S2042)	84%	93%	94%
their school takes students' opinions seriously* (S2043)	79%	94%	94%
student behaviour is well managed at their school* (S2044)	74%	94%	90%
their school looks for ways to improve* (S2045)	91%	96%	99%
their school is well maintained* (S2046)	86%	99%	94%
their school gives them opportunities to do interesting things* (S2047)	87%	96%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	97%
they feel that their school is a safe place in which to work (S2070)	100%	100%	94%
they receive useful feedback about their work at their school (S2071)	93%	90%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	96%	83%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	98%	94%
student behaviour is well managed at their school (S2074)	100%	100%	91%
staff are well supported at their school (S2075)	95%	100%	89%
their school takes staff opinions seriously (S2076)	95%	97%	91%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	98%	97%
their school gives them opportunities to do interesting things (S2079)	95%	95%	91%

* 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

Gaven State School has a number of strategies aimed at encouraging Parent and Community Engagement. Activities such as School and Community Meetings, P & C, class meetings and the reporting process are integral to this process. The school reports formally twice each year to the parent community taking the form of written reports and interviews. Other interviews are arranged at the convenience of parents and teachers. In 2016, our school was identified as having high levels of parent and community engagement and have been part of a Queensland University study in early 2017. Partnerships between home and school are encouraged through:

- Fortnightly Parent Newsletter (emailed)
- Emails to parents
- Facebook page
- Q Schools App
- School Digital Sign
- P & C contribution to the newsletter
- Community Advertising
- Community Notice board
- Parent-Teacher evenings early in the school year
- Term 1 Parent/Teacher/Student Interviews (Goal setting)
- Formal written reports at the end of each semester
- Presentations at school assemblies
- Sports Days
- Individual Curriculum and Behaviour Plans – Information Sharing and Action Meetings (ISAMs) are held with stakeholders to develop action plans to ensure both home and school are working consistently and collaboratively to support each child.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This area is the focus of our Health and Well-Being Framework, Responsible Behaviour Plan and the School Values Program. School Assemblies identify a focus area for the week, which is followed through in each classroom. Life Education the Relationships Education Program and other programs such as Drumbeat and the Get Real Program support this



work. All staff are trained in Student Protection every year through Education Queensland's on-line course and reports are made to the Department of Child Safety should information about a child protection matter come to light. Staff have also been trained in Positive Psychology and many other areas of well-being. Parents are regularly offered Positive Parenting Programs.

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	17	21	17
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.

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

Environmental Footprint

Reducing the school's environmental footprint

The school has installed several water and power saving devices over the past few years. These have included the installation of water flow restrictors, energy saving light bulbs, solar panels on the roof of the administration block and rainwater tanks beside each of the toilet blocks in the school. The hall and Media Centre were designed to be energy efficient in terms of building materials and water tanks. The school is very environmentally friendly with many environmental units built into our curriculum, tree planting days and all classes are encouraged to turn lights off in their classrooms whenever possible, but especially when they leave the classroom.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	137,823	1,919
2014-2015	145,909	4,747
2015-2016	149,094	

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

GO

Sector:

Government

Non-government

SEARCH

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	49	33	<5
Full-time Equivalent	39	26	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	6
Graduate Diploma etc.**	5
Bachelor degree	34
Diploma	3
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 \$96,238.00

The major professional development initiatives are as follows:

January Student Free Days

- Teacher Review Process
- Class Dashboard and Year Level Data Sharing
- Student Resource Scheme for 2016
- Positive Classrooms (Positive Psychology)
- Differentiation Planners
- Code of Conduct/Student Protection (on-line)

Afternoon Professional Learning Sessions (5 x 2 hours)

- SSP/Spelling program/Koala Joeys program and Tactical Teaching of reading (TTR)
- TTR/Indigenous Cultures and ICTs in the Classroom
- imovie/ipads for Dummies/TTR
- Age Appropriate Pedagogies/Teaching mathematically/Text Dependent Questioning
- NAPLAN Analysis

October Student Free Day

- Guaranteed and Viable Curriculum Mathematics
- Early Start

Ongoing Professional Learning

- Data meetings with Administration Team
- Collegial Coaching/Supervision and Feedback focussed on Reading Practices
- Induction Program for new staff

Leadership Capabilities Team

- Fierce Conversations Training
- Trained as Mentors for Developing Performance Framework

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% 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).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	95%	92%

*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%.

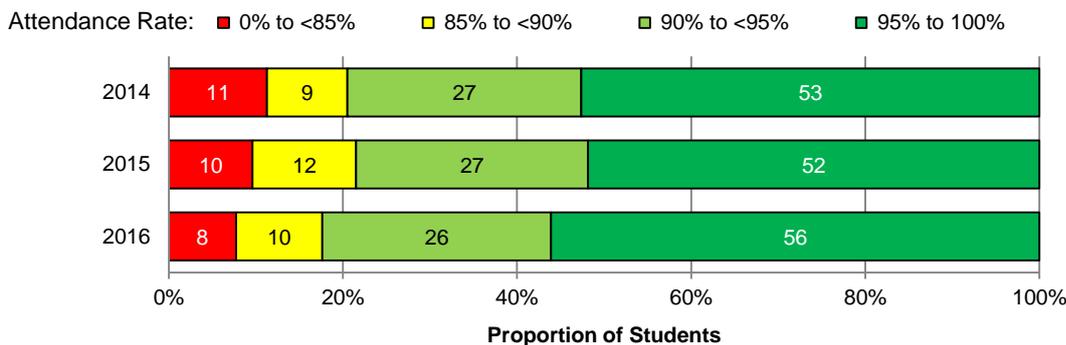
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	94%	95%	94%	94%	93%	93%	89%					
2015	94%	92%	94%	94%	94%	93%	93%						
2016	95%	95%	94%	94%	93%	94%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

School Managing Student Absence Procedures

- Class rolls are marked twice daily in the morning and afternoon and entered into the school system each morning.
- Parents are required to phone, send a note or e-mail the school advising of the reason for the absence; otherwise it is entered in the system as an unexplained absence.
- Unexplained absences of 3 days are followed up by the administration.
- Where there is a pattern of multiple unexplained absences, a print out of absences is provided to one of the following: Behaviour Teacher, Guidance Officer, Deputy Principal or Principal to follow up with the parent of the student concerned.
- Identified repeat non-attendees are closely monitored and followed up by one of the above officers. They may be referred to other agencies, sent Education Queensland letters outlining their responsibilities or referred to the Queensland Police Service for follow up.
- In 2016 the school began same day reporting of absences for students in care in preparation for the implementation of an SMS messaging service in 2017

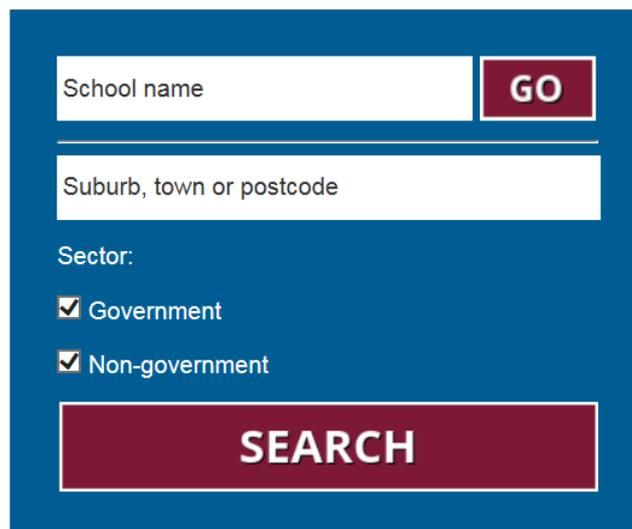
The school supports students with school refusal or anxiety issues and their parents by collecting the student from home and bringing them to school. This is to reinforce the need for the student to be at school and to support the parent in this endeavour. We also run competitions each term for the class with the highest percentage of attendees and games sessions on the last day of each term to encourage full attendance.

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.