



Gaven State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## Introduction

Welcome to Gaven State School's Annual Report for 2018. This report outlines this school's achievements and progress towards our goals for 2018, 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 through working in partnership with our local kindergartens and Pacific Pines State High School to implement the Australian Curriculum.

## 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 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, Humanities and Social Science, Technology, Health and Physical Education, Japanese and Music. Our results between 2008-2017 indicate that we have made significant improvements in students' NAPLAN tests scores and that we are improving these scores at a rate which is 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. Visual/performing arts programs are highly valued by our school community and we perform our "Gaven Gala", a singing/dancing extravaganza, 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 also 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 became 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.

## School progress towards its goals in 2018

### Implementation of Australian Curriculum

At Gaven State School we have implemented the Australian Curriculum in the areas of English, Mathematics, Science, Humanities and Social Science, Japanese, Digital Technologies, Physical Education and Music. We are currently implementing the Guaranteed and Viable Curriculum in the areas of Mathematics, English, Digital Technologies, Japanese, PE and Music.

### The Gaven Way to Literacy

Our results over the past 9 years have continued to improve and we are in the national average range for NAPLAN in most areas of Literacy and Numeracy. 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 encompassing the implementation of guided reading, Tactical Teaching of Reading and text dependent questioning using Teachers, Teacher Aides and Specialist Teachers has seen a major improvement in Literacy levels. During 2018, 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 2018, we have continued to implement the school spelling program based on the SSP and Words Their Way Models. In 2018, we commenced a major focus on writing as well. The Writing Project across the school has focussed on improving student writing outcomes using “7 Steps to Writing” and a focus on textual and language features that target a specific audience and achieve a particular purpose.

### **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 and writing programs. This has 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 to improve their learning outcomes.

### **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 poor behaviour choices and for encouraging students to take responsibility for their own behaviour. Our school rules of Be Safe, Be Proud, Be Respectful and Be A Learner were implemented in 2016 and continue to drive behavioural expectations of our students.

### **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 2018. 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 2019 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

### **Our Vision:**

To prepare every child for their future through a shared commitment to life-long learning, safe, supportive and engaging learning environments and a quality curriculum

### **Our Priorities:**

- Implementation of the Australian Curriculum and inform parents of Curriculum expectations each term.
- “The Gaven Way” – Pedagogical Framework/“Differentiation”. With a focus on:
- Writing/Spelling (Reading/SSP)
- Implementation of the Guaranteed and Viable Mathematics/English Program

- 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” (STRaWs)
- The creation of a connected learning community within a digital culture. (ICT/ ipads)
- Implement the Inclusive Education Plan
- 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 (2018 – 92.6% 2017 – 91.8%; 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.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	640	694	681
Girls	319	341	319
Boys	321	353	362
Indigenous	17	25	25
Enrolment continuity (Feb. – Nov.)	95%	94%	95%

#### Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

### Characteristics of the student body

#### Overview

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	23
Year 4 – Year 6	28	26	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Teachers from every year level have developed units of work based on the Australian Curriculum in English, Mathematics, Science, Humanities and Social Science, Japanese, Digital Technologies, Music and PE. All other programs are taught as integrated units. All units integrate technology to enhance curriculum delivery.

In addition, each class follows a whole school Literacy and Numeracy Basics Program. Our focus for 2018 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. During 2018, we also commenced work around improving student writing outcomes.

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 2018, a Christmas Concert was performed in the Woodgate Hall to sell out audiences. This performance was once again 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 Gaven State School Rules Program was also implemented in the second half of the year.

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

- 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)

- 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)
- 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.

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 is implementing the new Digital Pedagogies and Coding Curriculum.

The school trialled the Matific Program within our curriculum in 2018 to help students to improve their mathematical skills. In 2019 we are moving back to the Mathletics Platform, which also offers our students the motivation 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 of 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 2018 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	89%	92%
• this is a good school (S2035)	98%	94%	99%
• their child likes being at this school* (S2001)	98%	94%	95%
• their child feels safe at this school* (S2002)	96%	97%	96%
• their child's learning needs are being met at this school* (S2003)	94%	91%	89%
• their child is making good progress at this school* (S2004)	91%	91%	88%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	94%	92%
• teachers at this school motivate their child to learn* (S2007)	92%	94%	92%
• teachers at this school treat students fairly* (S2008)	90%	88%	92%
• they can talk to their child's teachers about their concerns* (S2009)	98%	97%	97%
• this school works with them to support their child's learning* (S2010)	94%	91%	93%
• this school takes parents' opinions seriously* (S2011)	90%	91%	88%
• student behaviour is well managed at this school* (S2012)	89%	88%	92%
• this school looks for ways to improve* (S2013)	94%	100%	99%
• this school is well maintained* (S2014)	94%	94%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	98%	96%
• they like being at their school* (S2036)	100%	94%	93%
• they feel safe at their school* (S2037)	98%	96%	97%
• their teachers motivate them to learn* (S2038)	97%	96%	98%
• their teachers expect them to do their best* (S2039)	98%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	90%
• teachers treat students fairly at their school* (S2041)	92%	89%	88%
• they can talk to their teachers about their concerns* (S2042)	94%	88%	89%
• their school takes students' opinions seriously* (S2043)	94%	90%	90%
• student behaviour is well managed at their school* (S2044)	90%	88%	85%
• their school looks for ways to improve* (S2045)	99%	100%	97%
• their school is well maintained* (S2046)	94%	95%	95%
• their school gives them opportunities to do interesting things* (S2047)	95%	95%	89%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	100%	97%
• they feel that their school is a safe place in which to work (S2070)	94%	100%	100%
• they receive useful feedback about their work at their school (S2071)	89%	86%	75%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	76%	79%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	94%	96%	100%
• student behaviour is well managed at their school (S2074)	91%	93%	89%
• staff are well supported at their school (S2075)	89%	93%	78%
• their school takes staff opinions seriously (S2076)	91%	85%	85%
• their school looks for ways to improve (S2077)	100%	93%	89%
• their school is well maintained (S2078)	97%	89%	88%
• their school gives them opportunities to do interesting things (S2079)	91%	86%	83%

\* 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 2017-8. Partnerships between home and school are encouraged through:

- Fortnightly Parent Newsletter (emailed)
- Class Newsletters
- Emails to parents
- Class Dojo
- 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.
- School and Community Meeting in 2018. This was videoed by the University of Queensland as part of their study into parent and community engagement. This video will be available to be accessed by other schools through the DETE website.

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	17	37	38
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

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. In 2019, we will be taking part in an energy audit to ascertain if we can reduce energy usage even further.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	149,094	155,595	151,864
Water (kL)		2,996	1,959

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	51	28	<5
Full-time equivalents	44	20	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	7
Graduate Diploma etc.*	5
Bachelor degree	36
Diploma	2
Certificate	0

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

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$59,993

The major professional development initiatives are as follows:

##### January Student Free Days

- Teacher Review Process
- Class Dashboard and Year Level Data Handover
- Spelling Program/SSP
- Age Appropriate Pedagogies
- Guaranteed and Viable Curriculum – English, Mathematics and Specialist Areas
- Trauma Professional Learning Session – Sheryl Batchelor
- Student Resource Scheme for 2018
- Differentiation Planners
- Code of Conduct/Student Protection (on-line)

### Afternoon Professional Learning Sessions

- Guaranteed and Viable Curriculum – English and Mathematics
- Improving Student Writing
- NAPLAN Analysis

### October Student Free Day

- Trauma Professional Learning Session – Sheryl Batchelor
- High Performing Teams
- Health and Well-Being

### Ongoing Professional Learning

- Data meetings with Administration Team
- Collegial Coaching/Supervision and Feedback focussed on Reading/Writing 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 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	93%	93%
Attendance rate for Indigenous** students at this school	92%	91%	92%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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

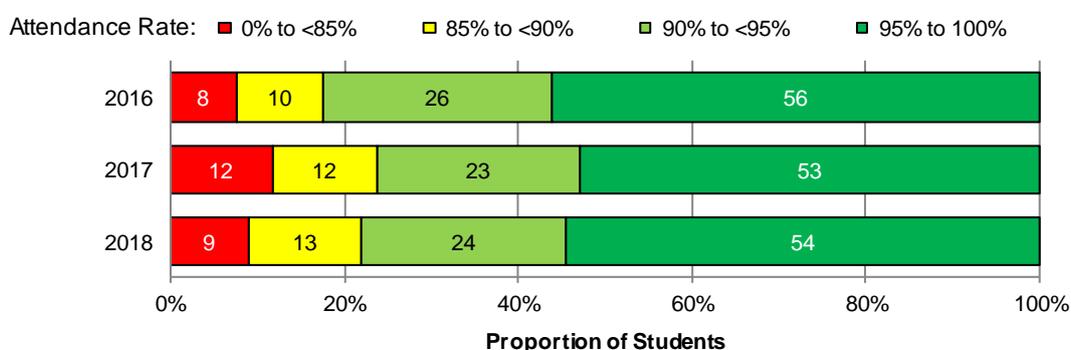
Year level	2016	2017	2018
Prep	95%	94%	94%
Year 1	95%	94%	93%
Year 2	94%	94%	93%
Year 3	94%	91%	93%
Year 4	93%	94%	93%
Year 5	94%	93%	93%
Year 6	94%	93%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

### 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 an absence; otherwise it is entered in the system as an unexplained absence.

Unexplained absences of three consecutive days or more 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 Deputy Principals to follow up with the parent of the student concerned.

Identified repeat non-attendees are closely monitored and followed up by administration. They may be referred to other agencies or sent Education Queensland letters outlining their responsibilities.

In 2017 the school began same day reporting of absences for students through the implementation of an SMS messaging service.

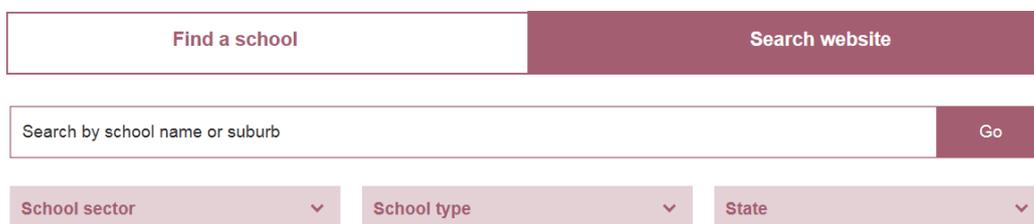
We also run competitions each term for the class with the highest percentage of attendees.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### ***How to access our NAPLAN results***

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.