Buddina State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Buddina is situated on Queensland's Sunshine Coast, and caters for around 760 students from Prep to Year 6, with a total staff of 78. The school's Support Centre supports 31 students with a range of disabilities. Behaviour management strategies reflect the principles of the School-Wide Positive Behaviour Support Program and the core values of Caring for Ourselves, Others, Our School and Our Learning.

Our curriculum framework incorporates the principles underpinning the Australian Curriculum and the Early Years Curriculum Guidelines. Children are the very core of everything we do and we are very proud of our strong focus on developing programs and opportunities that cater for individual needs and strengths. The school offers a very broad range of opportunities for students to achieve excellence in academic studies, sports, music and the arts. The integration of Information and Communication Technologies is a leading teaching and learning strategy. Parents and carers are an integral part of school life, and are actively encouraged to participate in all aspects of school life. High expectations are a feature of Buddina in all that we do.

Principal's Foreword

Introduction

The students, staff and families of Buddina State School share a sense of community in their focus on building and maintaining a great school that acknowledges student learning and well-being as core business. Whether this is through our four caring values of -

- Caring for others;
- Caring for our learning;
- Caring for ourselves; and,
- caring for our school

or through a whole school approach to building a growth mindset. The students at Buddina State School are provided many opportunities and supported to be the best they can.

The purpose of this report is to outline the school's achievements and to provide the necessary contextual information to enable informed judgements about the school and student progress.

School Progress towards its goals in 2016

Our priority areas for 2016, aligned with our school's Strategic Plan (2014-2017) and focussed on ensuring we delivered:

- Increased teacher capacity through Deep Thinking for Deep Learning pedagogy
- An aligned reading program in all classes through the implementation of the gradual release model
- A whole school approach to supporting diverse learners
- Increased support for Upper two Band (U2B) students
- The use of student data to monitor and direct programming to meet student needs

Increased teacher capacity through Deep Thinking for Deep Learning pedagogy

In 2016 Buddina continued into the implementation phase for pedagogical renewal with all staff trained in the second phase of the Lane Clark's Deep Thinking for Deep Learning (DT4DL) pedagogy. The three goals of the program were to:

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- Build teacher capacity;
- Improve student learning outcomes, and
- Increase student and teacher engagement.

Throughout the year we hosted Lane Clark twice and continue to be seen as the lead school for DT4DL in the region. The school has layers of DT4DL leadership to ensure consistency and support. Even though the program is in its infancy, results have been very positive. The school has a five year action plan in place for this pedagogical change to be embedded into the school culture. Teachers have been given opportunities for professional learning with at least one day a term set aside for the redesigning of curriculum units for each year level.

An aligned reading program in all classes through the implementation of the gradual release model

Through support from regional staff and the development of a school based reading team, all Buddina teachers had a deliberate focus on the process of teaching reading throughout 2016. This was to ensure common reading practice throughout the school with common goals, common language and common practice across classes and year levels.

The Head of Curriculum, Master Teacher and senior management worked as instructional leaders in a modelling, observation and feedback model to support and build teacher practice around the gradual release model (Modelled, Shared, Guided and Independent instruction)

Student data was monitored through the use of diagnostic instruments and short and long term data cycles (Probe, PM readers, Pat R & NAPLAN data).

Parents were brought into the process through support and training sessions run by the master teacher and ST:LaN. These sessions were highly valued and heavily attended.

A whole school approach to supporting diverse learners

In 2016 Buddina began an innovative and inclusive program of support across the school. ST:LaN's and SWD teachers were allocated specific year levels to work with in the classroom around their literacy and numeracy needs. Children of all levels of ability were catered for with appropriate adjustments made for their learning. Buddina also has trained intervention and extension teacher aides who work across the school to improve learning outcomes particularly in reading.

Increased support for Upper Two Band (U2B) students

Our G&T teacher had an increased focus through 2016 on creating opportunities for highly achieving students at Buddina though internal and external opportunities, a greater range and type of programs offered and enhanced assessment opportunities.

The school timetable was carefully constructed to allow for identified students to be accelerated in Mathematics, attending classes in the year level above. Additionally, specific enrichment and advancement lessons (Enrichakids) were provided in Maths and English to provide extra learning for identified students.

An INSPIRE Science and INSPIRE English program was developed. This program invited external experts to come to the school and work closely with identified students to build high level knowledge in these curriculum areas. An increased focus on ICAS (University of NSW) testing provided students with opportunities to participate in national assessment which allowed them to see directions for future learning.

The DT4DL pedagogical approach which was implemented by all school staff through 2016 is designed to use brain theory so that all student at Buddina SS can become self-directed independent learners – Teaching students to think!

Use of student data to monitor and direct programming to meet student needs

In 2016 Buddina SS staff participated in collaborative discussions around student data each term. Teachers accessed and analysed individual student and whole school data online and then recorded differentiation opportunities. This is then translated into differentiated action plans for the individual students in their class.

The Buddina Assessment, Monitoring, Intervention and Extension Framework (BAMIEF) was reviewed and renamed as the School Data plan. A reading comprehension test (Pat R) has been continued to be used to monitor student performance in reading and to inform teacher practise.

Buddina SS participated in the National Collection of Data for Students with Disabilities (NCDSWD) data collection process in 2016. The school was selected to contribute to a national forum to advice on the efficacy of this process. The Master Teacher has focussed on identified areas of reading (Gradual Release Model) and has continued the observation and feedback cycle with the teachers.

Future Outlook

A sharp and narrow focus on the following three areas will be taken in 2017:

- Continue to build staff capacity in their knowledge of the 'Australian Curriculum'
- Develop consistency of teacher practice within 'guided reading'
- Continue to embed consistent school wide pedagogy based on 'deep thinking for deep learning'

Grounded in the State School Strategy of 'Every Student Succeeding', Buddina will utilise tools such as the Collaborative Inquiry Model as well as reflection on our school's performance in the nine domains of the School Improvement Hierarchy to continue to develop a school that is focussed on continual improvement of student learning.

Our success will be monitored through analysis of anecdotal data related to student learning and teacher instruction as well as diagnostic and summative assessment using reading achievements (PM & PROBE), academic assessment (A to E ratings) and external monitoring (NAPLAN, School Opinion Surveys)

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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	672	312	360	37	95%
2015*	679	323	356	34	96%
2016	723	357	366	29	96%

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

In 2016 the school had 30 classes with the majority of our students living in the immediate geographical area. Our enrolments have risen steadily over the past few years resulting in an Enrolment Management Plan enacted to manage the growing enrolment trend. In 2016, 7% of our students either spoke or experienced a language other than English spoken in their home environment and 5% of our students identified as Indigenous.

On completion of Year 6 most students transitioned to either Mountain Creek SHS or Kawana Waters State College. During 2016, the Buddina State School Special Education Unit supported 31 students. The majority of these students were integrated into mainstream classes for all or most of the day with in-class specialist support provided as required

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	20	22	23
Year 4 – Year 7	27	25	27
Year 8 – Year 10			
Year 11 – Year 12			

*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
Systematic curriculum delivery

We have developed a deep understanding of the **Australian Curriculum** using the departments **P−12 curriculum, assessment and reporting framework**. We have innovated and adapted the Curriculum into the Classroom (C2C) materials and have conversations about the Literacy Continuum (Literacy across all areas of the curriculum) to support effective teaching, learning and assessment.

Effective pedagogical practices

We have implemented and monitored an agreed, research-validated school-wide pedagogy of **Deep Thinking for Deep Learning** in all classrooms. We use the **gradual release of responsibility** balanced approach to teaching and learning. We ensure consistency of teacher judgment and accurate reporting against the Australian Curriculum achievement standards by improving assessment and moderation processes and practices and prioritise these during our planning sessions.

Expert teaching teams

Our staff all had the opportunity for professional learning, coaching, mentoring and feedback to improve our teaching practices. A team of curriculum staff meet with classroom teachers at least once per term to plan innovative units of inquiry using high quality, evidence based practices focussing on success of every student. We use student data to inform our practices so that every student is learning and achieving.

These units of work:

- are rigorous and offer opportunity for deep thinking for deep learning
- enhance student numeracy and literacy skills
- provide opportunities for students to engage in higher order thinking through integrated learning activities
- incorporate ICT capabilities
- incorporate assessment tasks and moderation processes
- promotes inclusivity and differentiation

Co-curricular Activities

- Our specialist Academic Talent teacher offers students the opportunity to participate in a variety of activities including: Tournament of Minds, debating, Journalist club, drama club and the Problem Solver's club
- Students compete in International Competitions and Assessments for Schools in English, Maths, Spelling, Writing and Science
- Art classes are offered weekly after school by our highly creative and talented artist in residence
- The Buddina Art Show, a professional art exhibition, also celebrates the magnificent student work produce through the Artist-in-Residence program
- Students access chess lessons and competitions
- Robotics is offered throughout the school years beginning with BeeBots in Prep, Digikids in the early years moving onto Lego competitions in the later years of schooling
- Our recreational sports program provides our students access to a wide range of opportunities and options in keeping with life in a coastal community.
- Our highly successful Surfing Academy excellence program and our skateboarding program are very popular across the school
- The upper school boys compete to be a member of our highly successful Rugby League Development Cup team each year and younger students compete in the Billy Moore Cup.
- All students have the opportunity to attend a number of music or dramatic performances presented by external providers throughout the year.
- A large number of students participate in the district inter-school sports competitions
- Choir is offered for junior and senior school students and Guitar lessons are provided by a private provider.
- Students can attend Voices on the Coast – a day to meet authors and celebrate excellence in literacy
- Indigenous students are supported through strong links with the local indigenous community
- The school chaplaincy program is available to support students upon parent request. The chaplain also manages a very popular breakfast club once a month.

How Information and Communication Technologies are used to Assist Learning

At Buddina learning through ICT transforms the process of teaching and learning by providing ICT resources and professional development to support and enhance the curriculum.

- ICT Infrastructure includes fully operational labs, two with 30 computers and another with 10 computers as well as three desktops in each classroom. Each classroom is equipped with a data projector to use in conjunction with CFT's (teacher laptops) for implementation of the C2C curriculum.
- Our number of mobile devices has been increased so that every early phase class P-5 has three iPads per class and Yr 6 has access 30 iPads to share.
- A Network Administrator is employed for 25hrs a week to oversee the operational system of implementing and maintaining ICT hardware and resources within the school.

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- An ICT support teacher is employed for one day a week to assist in implementing safe ICT practices, selecting and instructing teachers on beneficial programs, in-servicing staff on iPads, CFT tools, policies and timetables. Teachers are apprised of ideas and programs suitable for differentiation for specific students in the classroom. These include whole school access to Soundwaves Online, Reading Eggs, BrainPop and Mathletics
- Teachers and students display the general capabilities of the Digital Literacies through the use of a range of digital devices in the classrooms.
- ICT is embedded in all curriculum areas and is assessed each term using a wide variety of creative digital tools and Microsoft programs.
- All teachers have access to the CPR (Contemporary Practice Resource) on The Learning Place for teacher professional development.

Buddina has significant ongoing investment in the ICT program as we believe that Information and Communication Technologies offer teachers and children innovative, creative and interactive educational tools and resources which extend the potential learning environment. The school was fully covered with wireless technology in 2016 which continues to bring digital learning into general curriculum practice. School based technology tools are used to support and develop the aims, principles and objectives of the curriculum and can transform classroom learning and instruction.

Social Climate

Overview

Staff at Buddina SS work within a School Wide Positive Behaviour Support (SWPBS) framework to focus upon positive strategies to promote a positive social climate across the school based on mutual respect between all stakeholders in our school community. As a stable and cohesive school, Buddina is characterised by parents, staff and community groups working closely together to ensure the best possible social and academic outcomes for students. An abiding concern for student welfare and the love of learning are at the centre of all programs developed in the school.
The following core values direct and inform all actions within the school.

- Caring for Ourselves;
- Caring for Others;
- Caring for our Learning; and
- Caring for our School.

These are ubiquitous throughout the school and through persistent focus on these values, positive student attitudes are developed and student behaviour is maintained at a high standard.
Further support at an individual level is provided through:

- A highly effective Inclusion team (who meet weekly to consider individual students, prioritise needs and allocate support resources)
- School Chaplain (who provides targeted support for students and operates supportive social welfare programs in the school)
- Kids Hope mentoring (which provides specific support for identified students, assisting with social support)
- An active SWPBS committee & Professional Learning Community (who use data to drive improvement in student welfare and behaviour management)
- A trained psychologist (to provide informed advice, support and liaison with parents, external agencies and the school)

An important element of the social climate at Buddina SS is the explicit valuing of all student abilities. While there is a relentless focus on building academic performance, this is achieved through building a broad curriculum inclusive of diverse talents, abilities and interests of all students. These programs increase student confidence and build social capital within the complete school community.
We celebrate the amazing diversity of learning opportunities available to our students and our energetic and enthusiastic staff who dedicate their time to these endeavours:

- Buddina Surfing Academy
- Buddina Skateboard Program
- Artist-in-Residence and The Buddina Art Show
- School Musical
- Choir
- Robotics
- Chess
- Tournament of Minds
- BRAINways
- Voices on the Coast
- ICAS competitions
- Debating
- Vegetable gardening
- Rainforest rejuvenation

Parents are also able to access the Outside School Hours Care (OSHC) service provided onsite by Camp Australia. This organisation also provides a comprehensive vacation care program and is licensed for 85 students.

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

Student opinion survey

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

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	94%	95%	96%
they feel that their school is a safe place in which to work (S2070)	97%	100%	96%
they receive useful feedback about their work at their school (S2071)	89%	93%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	94%	95%	90%
staff are well supported at their school (S2075)	89%	95%	86%
their school takes staff opinions seriously (S2076)	92%	93%	83%
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	97%	95%	98%
their school gives them opportunities to do interesting things (S2079)	97%	92%	84%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents, caregivers and members of the wider community are encouraged to be part of the Buddina school community. Opportunities to participate include:

- Becoming a classroom parent representative on the parent forum which meets every month prior to the P&C meeting;
- Attending class information sessions presented by the class teacher;
- Attending class curriculum expos
- Attending parent-teacher interviews
- Attending school sports days
- Volunteering at various P&C organized fundraising events
- Attending whole of school Parent Curriculum Information Sessions

All class teachers issue parent information letters at the start of each term and make themselves available for parent meetings throughout the term by request.

The majority of teachers maintain Virtual Classrooms and Ed Studios to keep parents updated with daily class activities. The majority of staff issue their school email address to facilitate parent-school communication.

All members of the administration team have an open door policy for parent enquiries. Buddina SS staff value highly, and strongly encourage parent involvement in all aspects of school life.

Buddina SS offer a very robust Inclusion Team service. Through teacher referral, the needs of individual students are closely examined with parents invited to provide input. Teachers and case managers of diverse learners meet with parents twice yearly and as required to review and discuss curriculum and learning environment. Buddina offers acceleration for identified gifted students.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our four Caring Values provide the structure to build a safe and supportive learning environment with a fortnightly focus being shared with students, staff and families via newsletters, parades and lessons. Support structures are in place via the Inclusion Team, Guidance Officer and Chaplain and focus days are acknowledged throughout the year as appropriate.

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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	43	26	48
Long Suspensions – 6 to 20 days	0	0	2
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

In 2016 we continued to work on maintaining our school's sustainability through various programs. Our Rainforest Program involves Year 6 students weeding and propagating plants. The Year 4 students have had the benefit of working with a permaculture horticulturist who has taught them about plants, vegetables and efficient use of water usage in the garden. We continue to sell produce that is harvested and this is very popular amongst the school community as a regular event. The school gardener continues to use compost and mulch on the gardens to reduce water loss through evaporation, and the increased planting of endemic species has seen a growth in native animals within our school gardens.

Water tanks continue to be used as a water supply for one block of school toilets, while solar hot water is used in several areas of the school that have hot running water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	167,879	0
2014-2015	183,833	
2015-2016	186,816	1,921

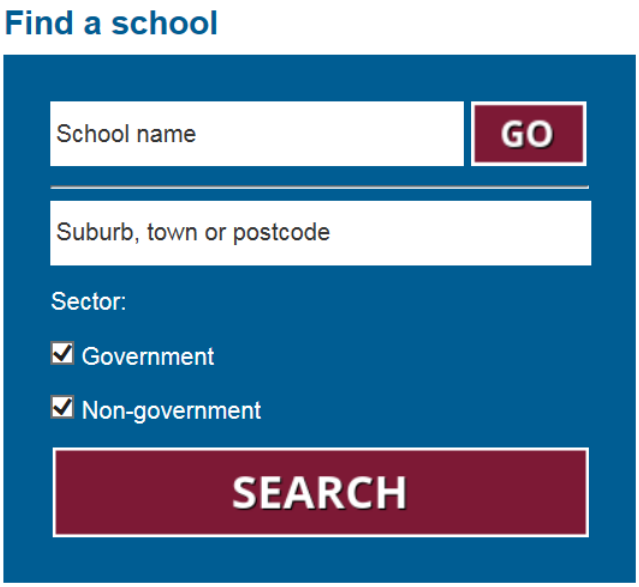
The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

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.**



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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

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	52	26	<5
Full-time Equivalents	43	17	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	5
Graduate Diploma etc.**	2
Bachelor degree	47
Diploma	0
Certificate	1

*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 $157 128.School and staff Professional Learning	$16,128
Professional Learning Days – Australian Curriculum and curriculum alignment	$63 000
School funded TRS to attend Lane Clark PD throughout 2016	$32 000
Consultancy and Training (Lane Clark) – regionally supported funding	$46 000
Total	**$157 128**

The major professional development initiatives were as follows:

- Deep Thinking for Deep Learning
- Writing
- Reading
- Planning Alignment
- AITSL Professional Standards for Teachers x 6
- Literacy
- Maths – NCR & Coalition focus
- Science
- Literacy
- Beginning Teachers
- ICT's/ Smart classrooms
- Early Phase of Learning Year Prep – Year 3
- Student Disabilities
- Industrial Relations
- Australia/Asia

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

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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%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes
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).	90%	91%	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%.

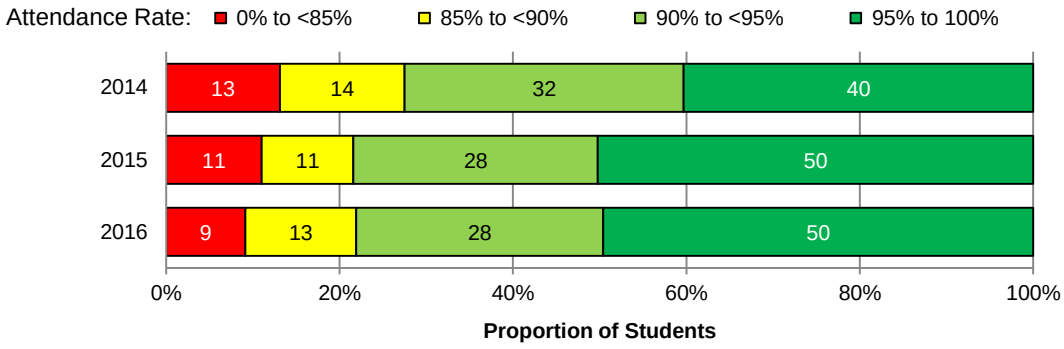
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014	93%	92%	92%	91%	93%	93%	92%	92%					
2015	94%	93%	93%	92%	94%	93%	95%	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



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Description of how non-attendance is managed by the school

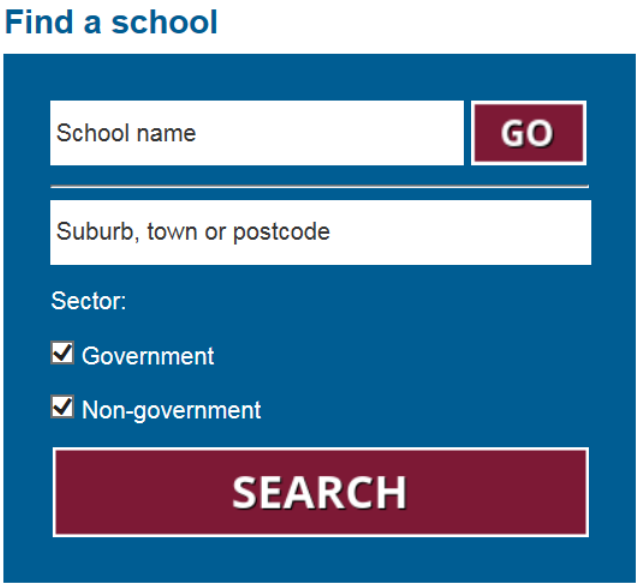
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked twice daily by the class teacher. Parents are contacted via text message using 'same day messaging' for all absences. If a pattern of absences occur, parents are contacted. The negative effect of absences are published regularly in the school newsletter and displayed prominently throughout the school.

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.

Queensland Government