Buddina State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

Welcome to Buddina State School. As a school, children are our focus and we support and guide each individual's development within a framework based on the four caring values of:

- Caring for others;

- Caring for our learning;

- Caring for ourselves; and

- Caring for our school.

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. The success of our progress towards achieving our goals is evidenced by the very pleasing student outcomes and very high levels of satisfaction indicated in the 2015 Student, Parent and Staff Opinion Surveys. Buddina SS offers a comprehensive range of programs designed to cater for varied student interests and abilities.

We are proud of the partnerships which exist between our school, our students, our parents and our local community.

School progress towards its goals in 2015

Renewal of teacher pedagogy, commenced in 2015, is strongly linked to current research on brain development.

Our priority areas for 2015 were to focus on ensuring we delivered:

- The use of student data to monitor and direct programming to meet student needs
- The development of teacher capacity through increased focus on alignment of teacher pedagogy
- The use of whole of school data to inform an explicit improvement agenda
- An increase in school capacity through accessing regional and local school cluster resources
- An increase in school capacity through improved community partnerships

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

In 2015 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) has been reviewed and internal assessments have been revised to match current programs. A reading comprehension test (Pat R) has been introduced into the school for all students from year 2 to 6 who are tested twice a year.

Buddina SS participated in the National Collection of Data for Students With Disabilities (NCDSWD) data collection process in 2015. Information from this process has informed the creation of our newly formed inclusion program across the school.

The Master Teacher has focussed on identified areas of writing (paragraphing, sentence structure and cohesion) and has developed an observation and feedback cycle with the teachers. Reading progress has continued with the Success Team support.

English developmental spiral was developed to support all students to differentiate their learning in conjunction with the Deep Thinking for Deep Learning (DTDL) pedagogy.

Develop teacher capacity through increased focus on alignment of teacher pedagogy

In 2015 Buddina began the planning phase for pedagogical renewal with all staff being trained in Lane Clark's Deep Thinking for Deep Learning (DTDL) pedagogy. The three goals of the program were to:

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

Throughout the year we hosted Lane twice and are now seen as the lead school for DTDL in the region. The school has layers of DTDL 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.

To use whole of school data to inform an explicit improvement agenda

Buddina SS continues to support the teaching of mathematics with all teachers using the North Coast Region Diagnostic tests and using the data collected to target support to differentiated groups.

NAPLAN results for Numeracy for year 5 had 100% of children above the National Minimum Standards. NAPLAN relative gain in Numeracy from 2013-2015 was above the state average for Upper 2 Band (U2B) students. There is now number fact monitoring in place from Prep to Year 6.

In 2015 teachers participated in training and information sessions regarding School Wide Positive Behaviour Support (SWPBS) and the Buddina State School Responsible Behaviour Plan. A behaviour professional learning team was established and operationalised.

Through coordinated approaches with classroom and support staff, student's academic social and emotional needs were managed through referrals to: the school Support Services Team, the Deputy Principal or Principal, to the Guidance Officer and other support services.

Student participation in SWPBS decision making has involved discussions with the student council regarding the caring values, the ways students can support others within the school, and rewards that are possible for students who demonstrate excellent behaviour.

Consistency of data collection through OneSchool has been improved through presentations to staff and individual support provided by the deputy principal.

The School Opinion Survey showed very high satisfaction across most domains indicating that the school was successfully responding to client needs.

To increase school capacity through accessing regional and local school cluster resources

In 2015 to enhance offerings for identified high achieving Maths students, a partnership was formed with Mountain Creek SHS that enabled a secondary student to visit Buddina SS once per week to deliver extension Maths. It is planned to refine this partnership in 2016.

Buddina SS continues to build relationships with feeder early childhood centres encouraging a number of opportunities to have the children visit the school prior to Prep. Our transition to Prep program is strong with a substantial increase of enrolments for 2016.

Buddina SS has become part of the Caloundra Coalition Transition to Prep team and has encouraged teachers and early childhood support staff to attend network meetings to share information and strategies.

Through co-ordinated approaches with Mountain Creek SHS, Kawana Waters SC and the Caloundra Coalition of Schools Transition Team, common processes occurred to ensure the smooth transition into high school for Year 6 & 7 students. All end-of-year celebrations were undertaken with both cohorts, as well as information days, scholarship opportunities and transition days with both feeder high schools.

Buddina State School has been supported with regional funding to enable professional learning in Deep Thinking Deep Learning (DTDL) strategies to be accessed by other Sunshine Coast region teachers. Buddina SS provided the opportunity for visiting educators to be part of a DTDL classroom taught by Lane Clark.

To increase school capacity through improved community partnerships

In 2015, the school was recognised as an Independent Public School. This has enabled the school to pursue community partnerships through increased autonomy.

The Artist in Residence program and The Buddina Art Show attracted increased recognition of the school by the wider community and increased subsequent sponsorship. Professor Joan Scott, Executive Dean Faculty of Arts and Business accepted the school invitation to be patron of our art show. Parent support for the program is almost 100%

The Buddina Skateboard program attracted significant community interest and the inaugural Sunshine Coast Regional Skateboard Titles was hosted at Buddina SS attracting competitors from across the whole region. This event was supported by the community with donations of high value prizes. The Buddina Skateboard program

attracted the interest of a not for profit community group who have commenced negotiations with the school to build a purpose built skate hall at Buddina State School.

The Buddina Surfing Excellence program is extremely popular and the program has such high student demand for places a waiting list is in place. In 2015, BSA won all competitions for team events on the Sunshine Coast. These included the Pacific Lutheran "Pacific Pulse", The OPC Classic and the Stella Maris "Walk on Water" competitions. The members of the BSA also performed well in individual events. Such high level success attracted high level interest from the surfing industry with the interest translating to donations of prizes for the competitors, coaching and other sponsorship.

The above programs significantly increased student engagement and have also resulted in strong enrolment enquiries.

Future Outlook

The key areas for improvement as defined in the 2016 Annual Implementation Plan are to:

- Improve teacher pedagogy through:
    - Building teacher capacity through the implementation of Deep Thinking for Deep Learning pedagogy
    - Supporting teachers to deliver differentiated instruction
    - Targeted PD, modelled lessons, teacher observations, feedback – literacy and numeracy
- Improve literacy and numeracy outcomes through:
    - Implementation of a whole school approach to diverse learners
    - Implementation and engagement in regular data review cycles
    - Identification and support of U2B students
- Increase school capacity by establishment of effective partnerships by:
    - Embracing increased autonomy by collaborating with local communities
    - Promoting opportunities to ensure Buddina pre-prep to prep transition is successful
    - Increased access to community financial resources

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	621	284	337	30	95%
2014	672	312	360	37	95%
2015	679	323	356	34	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.

Characteristics of the student body:

In 2015 the school had 26 classes. The majority of our students live in a suburban environment and come from the immediate geographical area.

In 2015, 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 either attended Mountain Creek SHS or Kawana Waters State College. During 2015, the Buddina State School Special Education Unit supported 26 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

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	18	20	19
Year 4 – Year 7 Primary	27	27	13
Year 7 Secondary – 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.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	22	43	26
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.

Curriculum delivery

Our approach to curriculum delivery

- In 2015 Buddina began a 5 year plan for curriculum & pedagogical renewal. We engaged an international leader in *Deep Thinking for Deep Learning* (Lane Clark) to mentor our staff in this approach across the school. 2015 was the planning & training year with full implementation in 2016 & 2017. Layers of leadership have been developed across the school which has given the opportunity for support to be available for staff when necessary. Buddina SS is now seen as the Lane Clark lead school in the North Coast region.

- Our renewed curriculum seeks relevance with the introduction of the *5 Whys* in our planning process –
  - Why at this age;
  - Why at this time in their lives;
  - Why at this developmental level;
  - Why in this community; and
  - Why in this culture?

  How could they USE this knowledge to make a difference in their lives and in the lives of others? These are the questions that we ask while developing our units of work. Students are taking their learning to deeper and richer levels of understanding, with inquiries often evolving into students taking action, and making a difference or impact to not only their lives, but to the lives of the wider community.

- Our curriculum is innovative and futures driven. Understanding 'how children think" and "how students learn" are crucial ideas to assist effective planning for what and how we teach. Our aim is to have all children being independent, self-directed learners at all academic levels.

- At Buddina SS all year levels deliver the Australian curriculum with teacher professional days at the end of every term to plan across the year level.

- Rigorous curriculum planning under the leadership of the Head of Curriculum ensures common expectations and format across the school.

- Buddina SS now has a Master Teacher full time to support teachers with effective teaching practice. In 2015 the Master Teacher focussed on the teaching of writing and analysis of student data. The Master Teacher is at Buddina until the end of 2017 and will support teachers where necessary based on the school data.

- We have a strong focus on differentiation to cater for all ability levels including gifted students, and learning styles.

- Quality assessment is embedded within the units of work with pre-testing and post testing routine across the year levels and throughout the year.

- The Buddina Assessment Monitoring Intervention and Extension Framework (BAMIEF) outlines all of our whole of school testing which is regularly monitored and redesigned for effectiveness and currency.

- Rigorous moderation practices are in place at the end of each term with cross coalition moderation once a year.

- Buddina SS parents and carers play an essential role within the learning journey with all families encouraged to support the students within the school and at home. Celebrations

throughout the year have been created to showcase student's new knowledge and skills as well as to encourage parents and extended family members to be a part of the students learning journey.

Extra curricula activities

Extra curricula activities
- Our specialist Academic Talent teacher offers students the opportunity to participate in Tournament of Minds and the supporting Problem Solver's club
- Students compete in International Competitions and Assessments for Schools in English, Maths and Science
- Art classes are offered weekly by our highly creative and talented administrative assistant
- The Buddina Art Show, a professional art exhibition, also celebrates the magnificent student work produced through the Artist-in-Residence program
- Students access chess lessons and competitions
- Students access robotics competitions as part of their weekly robotic club
- Our recreational sports program provides our students access to a wide range of opportunities and options in keeping with life in a coastal community
- Surfing Academy and a skateboarding program
- 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. Guitar lessons are provided by a private provider.
- Yoga for kids is offered.
- 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
- Social support for all students and special group support for upper school children
- The school chaplaincy program is available to support students upon parent request
- Mentors provide additional student support
- Breakfast Club once per month

How Information and Communication Technologies are used to improve

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 two with 10 computers as well as two 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-3 has three iPads per class, Yr 4-5 has three per class and Yr 6 has access to a kit of 6 iPads to share.
- A Network Administrator is employed for 30hrs a week to oversee the operational system of implementing and maintaining ICT hardware and resources within the school.

- 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.
- Whole school access to Soundwaves Online, Reading Eggs, Studyladder and Mathletics
- Teachers and students have a wide variety of digital tools to support and extend their learning within relevant curriculum content i.e. digital cameras, easi speak microphones, microscopes, scanners, smart boards, iPads.
- 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.
- The majority of staff have developed Ed Studios for their students to access at school and home through the Learning Place. These Ed Studios provide an opportunity to make connections digitally and share valuable information between parents and students.
- All students were made aware of safe practices of ICT through the Cybersafety Program.

Buddina has invested funding and support in the ICT program as we believe that Information and Communication Technologies (ICT) offer teachers and children innovative, creative and interactive educational tools and resources which extend the potential learning environment. These 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

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 Student Support Services 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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	89%	97%	100%
this is a good school (S2035)	91%	98%	97%
their child likes being at this school (S2001)	97%	98%	97%
their child feels safe at this school (S2002)	92%	100%	97%
their child's learning needs are being met at this school (S2003)	91%	95%	97%
their child is making good progress at this school (S2004)	92%	93%	100%
teachers at this school expect their child to do his or her best (S2005)	92%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	93%	94%
teachers at this school motivate their child to learn (S2007)	94%	100%	97%
teachers at this school treat students fairly (S2008)	89%	100%	90%
they can talk to their child's teachers about their concerns (S2009)	92%	100%	97%
this school works with them to support their child's learning (S2010)	92%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school takes parents' opinions seriously (S2011)	89%	100%	96%
student behaviour is well managed at this school (S2012)	83%	97%	93%
this school looks for ways to improve (S2013)	91%	100%	97%
this school is well maintained (S2014)	94%	93%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	98%	94%
they like being at their school (S2036)	95%	98%	99%
they feel safe at their school (S2037)	98%	96%	96%
their teachers motivate them to learn (S2038)	98%	97%	98%
their teachers expect them to do their best (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work (S2040)	97%	98%	98%
teachers treat students fairly at their school (S2041)	91%	95%	97%
they can talk to their teachers about their concerns (S2042)	92%	95%	91%
their school takes students' opinions seriously (S2043)	95%	94%	96%
student behaviour is well managed at their school (S2044)	88%	98%	97%
their school looks for ways to improve (S2045)	97%	100%	97%
their school is well maintained (S2046)	97%	97%	100%
their school gives them opportunities to do interesting things (S2047)	96%	96%	98%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	94%	95%
they feel that their school is a safe place in which to work (S2070)	98%	97%	100%
they receive useful feedback about their work at their school (S2071)	92%	89%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	94%	100%	100%
student behaviour is well managed at their school (S2074)	96%	94%	95%
staff are well supported at their school (S2075)	94%	89%	95%
their school takes staff opinions seriously (S2076)	94%	92%	93%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	96%	97%	95%
their school gives them opportunities to do interesting things (S2079)	94%	97%	92%

# '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.

Reducing the school's environmental footprint

In 2015 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	158,579	1,624
2013-2014	167,879	0
2014-2015	183,833	

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	48	26	<5
Full-time equivalents	39	16	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	0
Advanced Diploma	0
Bachelor Degree	47
Graduate Diploma etc.**	2
Masters	5
Doctorate	0
Total	**55**
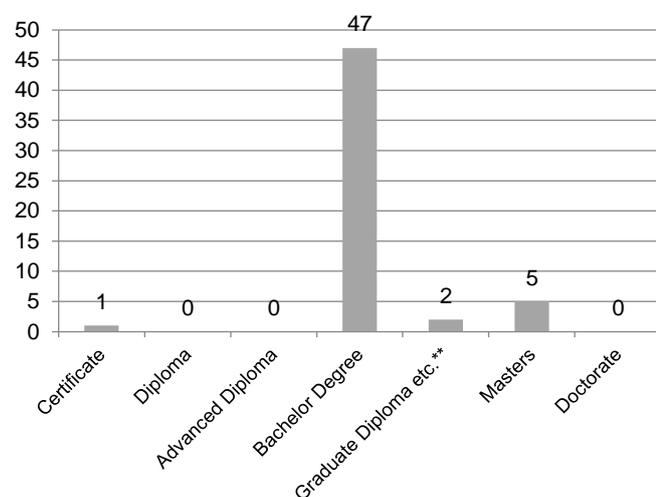
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $ 78 000. This significant expenditure was made possible due to the Great Results Guarantee funds provided to all schools.

The major professional development initiatives are as follows:

- Classroom pedagogy
- Numeracy
- First aid

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
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 2015 school year.

School income broken down by funding source

School income 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

| School name | **GO** |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	90%	91%

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.

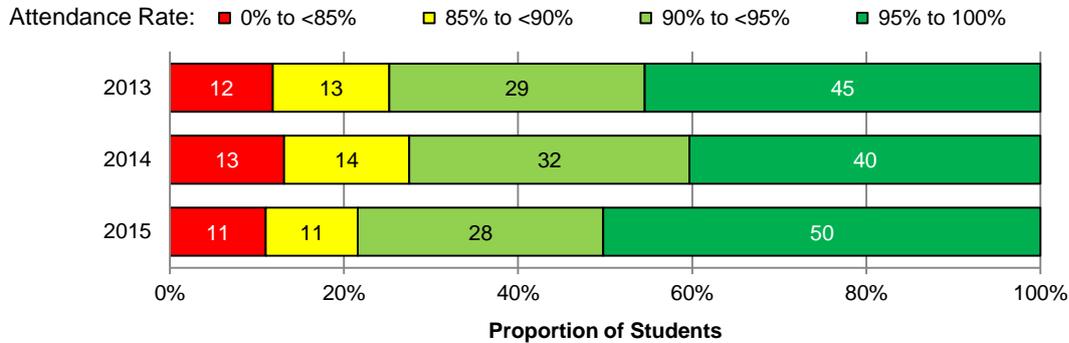The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)								
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	92%	92%	93%	94%	93%	92%	91%	92%
2014	93%	92%	92%	91%	93%	93%	92%	92%
2015	94%	93%	93%	92%	94%	93%	95%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Queensland Government

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	12	13	29	45
2014	13	14	32	40
2015	11	11	28	50

Proportion of Students

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/Carers are contacted by letter for all unexplained absences. If a pattern of absence occurs parents/carers are phoned by a member of the school administration, most commonly the Principal.

The negative effect of absences are published regularly in the school newsletter and displayed prominently throughout the school.

In addition, list key strategies that are being used to increase attendance.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

| School name | **GO** |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.