Clinton State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

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School overview

Clinton State School is a Prep to Year 6, co-educational school providing a supportive environment for approximately 970 children. Our school is located on the western approaches to the provincial city of Gladstone, one of the most important industrial and port cities in Queensland. With a number of major projects planned for the area, new housing estates are being developed in the catchments of Clinton. The school itself is leafy and nestled on a gentle hillside with beautiful natural bushland remaining at the rear boundary. An abundance of birdlife typifies the school's 'Green Team' image. The vast majority of children come from stable and caring home environments and this is reflected in the manner in which the children present and behave at school.

Clinton State School offers high quality educational opportunities to students in the areas of academia, sport, music and citizenship. We offer educational experiences which prmote the growth and development of well- balanced, confident young studnets.   Through a differentiated and negotiated curriculum out studnets are abel to access all core requirements of the Australian Curriculum, Assessment and Reporting framework while meeting challendges within a supportive environment to ecncourage skill development within various curriuclum areas.

Our School Report 2018 details a sample of the achievements and results from Clinton State School in 2018. There is great pride in the achievements of our students and our staff who help them to their successes in so many ways. It also provides an overview of our priorities for 2019.

Our school opened in January 1974 and in recent years has seen a dramatic increase in our school's population from around 600 students to our current population of 970 students. 2017 saw the construction of a new double story general learning area to cater for this growth and during 2018 designs to build in the ground floor with a purpose built classroom music room and instrumental music room and an additional four classroom learning areas.

As this report will show, we have established a proud reputation as a school focused on improvement in all areas of learning including student academic results, the Performing Arts including music, coir and instrumental music, sport and citizenship. Success at school creates future opportunities for our students as it sets a foundation from which they can truly aim to 'continually striving to success.

Our school's vision is pitched around CLINT.

C - Champions: 'Stronger and Smarter'
L –Literacy: 'Learning to Speak, Learning to Read, Learning to Write"
I – Improvement: 'Getting Feedback, Getting Better'
N –Numeracy: 'Our Students Count'
T – Teaching: 'Quality Teaching = Quality Learning'

This report provides an outline of those success and the progress of Clinton State School in meeting its planned targets for 2019.

Clinton State School is truly a wonderful and inspiring place to work and we take the trust that you place in us in education your child very seriously as we prepare them to 'continually strive to succeed.'

Yours in Education

Leanne J Ibell
Principal

School progress towards its goals in 2018

1. Curriculum and pedagogy
2. Organisational Structures and Routines
3. Personal and Professional Accountability, and
4. Community Engagement.

Curriculum and Pedagogy:
- Improving NAPLAN results due to:
  o employment of teams of reading teacher aides to work four days a week in classrooms for set sessions each day
  o P – 3 advancement in Literacy skills through programs paying off (OLEY, PMAP)
  o Great preparation from teachers
  o Developing intervention around U2B extension for learners
- Focus on targeted work in reading
- Improved realistic and achievable student goals set and monitored through school's action planning process
- Great results in ICAS and national academic competitions
- Teaching staff more knowledgeable with the Australian Curriculum and implementation of same

Organisational Structure:
In 2018, we continued to implement our line management structure that focuses on achieving increased leadership density within our school. The school was assigned a Master Teacher in 2015 and our Master Teacher continued to build the capacity of teachers in the early years around phonological awareness, blending, segmenting and tracking and the teaching of reading.
In 2018, the final year of the Master Teacher role, our Master Teacher worked with our preparatory years with the consolidation of Age Appropriate Pedagogies and across the school in the teaching of reading.

Our strong belief that student learning will improve if we support and develop expert teaching teams across our site, forms the cornerstone to every decision that we make around programs, teaching and learning pedagogies and expenditure of finance. In 2018, we continued with the Cohort Captain role for each year level.

A considerable percentage of our Investing for Success funds was used for the employment of teacher aides focused on assisting with the teaching of reading across our schools. This organisational structure, which has been in place for a few years, also enabled various support levels to be used to support the range of students in their reading journey.

Personal and Professional Accountability:
- Year level teams working together, ably supported by Cohort Captains
- Staff and student welfare focus through our Wellbeing Leader and Behaviour Teacher, School Chaplain, Cultural Teacher and Guidance Officer
- Staff recognition
- Great school-wide consistency through focused feedback, WOW (Watching Others Work) days and coaching through classroom profiling
- Quality professional learning including additional disability specific training
- Year level release days for curriculum planning, moderation and differentiation

Community and Parent Partnerships:
During 2018, our school continued to strengthen its partnerships with:
- Apex kids
- Kids Hope Mentors
- Celebrating the school's cultural diversity – NAIDOC and Reconciliation celebrations held annually
- School Choir performing at out of school events such as the annual Mayor's Christmas Carols, McDonald's McHappy Day
- participation in community events such as ANZAC day services

We also established a new partnership with The Smith Family Foundation to continue to provide support for our students and families.

Future outlook

There is an unrelenting determination within Clinton State School to maintain our motto of *''Continually Striving to Success' in* all aspects of our operation. Our key focus is the quality of teaching and learning and professional learning through shared practice that occurs in our school. We know that the most important determinant of the quality of the teaching and learning that occurs is the knowledge and skill of our teachers, and more importantly, opportunities for them to share and be coached in these practices.

Our Explicit Improvement Agenda for 2018 identified the following priorities:
- Pedagogy - Consistent Practices Prep to Year 6 in alignment with Pedagogical Framework
- Australian Curriculum - Deeper understanding of Achievement Standards to improve A-E
- Positive Behaviour for Learning – the CLINT way

Throughout 2019 our key focus areas include:

Curriculum and Pedagogy:
- Successful learners through elements including: Curriculum in the Classroom (C2C) and Australian Curriculum (AC) alignment, data driven practice, differentiation including the implementation of ICPs, expansion of our extension programs and building capacity
- Continue to modify C2C units to align with a school focus on skills, reasonable assessment demands and address curriculum overload
- An explicit focus on the teaching of reading and developing teacher knowledge and understanding around the pedagogy of reading
- Continue with Explicit Instruction as being one of the signature pedagogies used at our school, and
- Consolidating Positive Behaivour for Learning in our school culture

Personal and Professional Accountability:
- Great people through: aligning staff annual performance development plans to Australian Institute for Teaching and School Leadership (AITSL), supporting staff in the teaching of reading, the implementation of C2C, HOT and other curriculum related agendas
- High standards through: timely and effective use of student data to inform whole of school and individual improvement strategies and effective monitoring and adaption of learning settings to ensure a safe and supportive learning culture.
- Allocate differentiation, planning and moderation days for year level teams
- Continue focus on collegial coaching to enable staff observation and feedback with colleagues

Organisational Structures and Routines:
- An unrelenting focus on the consolidation and embedding of expert teaching teams across our school through our established Cohort Captains, participation in the Numeracy Alliance and reviewing our Pedagogical Framework through our year level teams, collegial coaching and focused feedback.
- Continue the line management system to provide encouraging, motivating and constructive feedback to staff and to consolidate standards of practice across the site.
- Review our Student Support Services Model to maximise inclusion and diversity reform in 2018 to achieve streamlined support and improved service delivery for all students.

Community and Parent Partnerships:
- Continue strengthening our links with our early childhood providers, focusing on our early years transition to school
- Revisit and strengthen our links with our secondary feeder school, focusing on transition programs

Our School Annual Report will be available on our school website and a paper copy on request for those families who are unable to access it through the intranet.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	840	912	950
Girls	407	429	453
Boys	433	483	497
Indigenous	66	112	149
Enrolment continuity (Feb. – Nov.)	90%	92%	93%

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.

In 2018, our school continued to facilitate an Indigenous playgroup.

Special Education Program – birth to five (previously known as ECDP)

Clinton State School facilitates a special education program – birth to five on site. Early childhood development programs and services provide early special education to children with significant educational support needs arising from a disability. Clinton's SEP – 0 - 5 supports children with diagnosed or suspected disability to develop skills and behaviours to maximise their participation in schooling. These programs and services are provided by the Department to assist children with disability to get ready for their first year of schooling.

Early childhood development programs and services include centre-based, outreach and specialist teacher/advisory visiting teacher (AVT) services to children prior to their enrolment in Prep.

Characteristics of the student body

Overview

Clinton State School is an enrolment managed school which is currently activated. The majority of children come from very supportive home environments and are well behaved at school.

We are proud of the increasing multi-cultural diversity of our student population.

Children wear our school uniform with pride and are involved in a considerable number of citizenship, sporting and cultural endeavours, within the Gladstone community. This includes the Green and Healthy Schools program, Port Curtis District Sport and Gladstone Eisteddfod.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	22
Year 4 – Year 6	26	26	25
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

It is expected that every student in every classroom at our school is engaged in their learning and challenged to do their best. By having a deep understanding of each student and planning explicit teaching and learning opportunities, we maximise the learning outcomes for individual students. Continuous monitoring, assessment and the provision of effective feedback, helps facilitate a culture of self-reflection. Clinton State School has a comprehensive Whole School Curriculum based on the eight key learning areas from Prep to Year 6. An assessment plan outlines the schedule for collection of achievement and improvement information.

Our distinctive curriculum offerings:
- Instrumental Music program including:
  - A Strings program available from Year 3 including Orchestra and Ensembles
  - Woodwind and percussion programs available from Year 4 including Band and Ensembles
- School choir
- Specialist teachers for Music, Health, Physical Education, Digital Technologies/Library, Languages (German)
- Indigenous experiences e.g. Gharn Ghun Bills, NAIDOC day experiences
- Eisteddfod Competitions including music, instrumental music, choir and speech and drama
- ICAS competitions - students participated in Science, English, Writing, Maths, Spelling and Digital Technologies.
- Student Leaders, Sports Leaders, Green Team and Student Council
- Interschool Sport – an extensive interschool and intra school sports program was offered.
- Intervention programs including Literacy Hub (reading, sight words)
- Extension programs including Gladstone Cluster Extended Learning Program
- Mathletics across the school and home access
- Lexia across the school and home access

Co-curricular Activities

- Interschool and Representative Sport (10 years and above)
- Environmental Projects – Green Team & Reef Guardian Projects
- Inter House Sporting Challenges and Sports Days
- Gladstone Combined School Band
- Gladstone Eisteddfod
- Combined schools musical
- Under 8s
- Gladstone Cluster Extended Learning Program
- CQ Robotics Competition
- Verdi Strings – extension program for strings students
- Book Week
- Verdi Strings – Piccolo and Puccini groups – an extension program for our String Instrumental Music students
- McDonald's McHappy Day – instrumental music students and choir perform annually at this community event
- Gifted Education program with participation in Optiminds and Maths Olympiad

How Information and Communication Technologies are used to Assist Learning

We consider that Information and Communication Technologies (ICTs) such as personal workstations, laptops, digital cameras, iPads and mobile devices, are the modern day tools for learning. The school is being positioned so the students and staff will utilise these tools in a wide variety of ways, depending on the intended learning focus. Currently, all classes have rooms equipped with on-line workstations and teachers plan for the inclusion of these resources during team planning sessions with the Deputy Principals and Master Teacher. The library and the Multimedia Room also have a significant number of computers available for class, small group and individual learning.

Digital cameras are available for the production of documents, folios and presentations, showing student learning and research.

By the end of a student's education at Clinton SS, we aim for them to demonstrate the following skills:

- search for data, information and digital content using a range of information sources including online communication tools such as blogs, wikis, RSS and databases
- identify the inquiry focus of an investigation and match the appropriate digital information sources
- efficiently search by identifying key words and concepts
- use digital concept maps to plan research projects and curriculum tasks by analysing the topic and identifying key aspects to research
- critically evaluate data and information gathered for usefulness, credibility, relevance, accuracy and reliability
- reference valid sources of information and acknowledge the work of others
- participate in online challenges or webquests
- understand that social networking and interactive sites provide new and different sources of information and knowledge that may support an individual perspective and subjective opinion but are not necessarily correct.

Social climate

Overview

Clinton State School has a focus on becoming a leader in educational offerings within the Gladstone Region. This focus ensures that students are respected as individuals and that life-long learning is a driving force in our engagement with the wider community. Our school's vision and values reinforces our focus on the individual and caring for staff, students, and families as unique contributors in our partnership. 97% of parents are satisfied that their child likes to go to this school.

Clinton State School is built on traditional values and promotes the keys to success as part of the *You Can Do It!* Program. A safe and disciplined learning environment is supported by a strong behaviour management plan which actively supports students to be responsible for their own behaviour. This is supported by a full school uniform policy setting high expectations for our students at all times. These expectations are supported by our school Responsible Behaviour Plan for Students.

Our Plan is underpinned by our *CLINT Way* (*Be Safe, Be Respectful, and Be a Learner*.) Significant emphasis is placed on providing a learning environment where all students feel safe and supported. Our School Opinion Survey for 2018 indicates 98% of students feel safe at this school. Although our school has grown to a large population over the past few years, and as such the school became enrolment managed, we retain a strong community 'feel'.

We respect the uniqueness of the individual, and believe that everyone has the same rights and responsibilities, which need to be promoted and preserved. We believe that our school must foster an environment where teachers can teach and students can learn, free from disruptive behaviour causing uninvited and unwanted interruptions to curriculum delivery. Our School Community is committed to an approach where the rights of all members are preserved, at the same time as an expectation of responsibility is met.

During 2018 highlights of our pastoral care programs included:
- Welcome Morning Tea for our new families
- Staff and Student Welfare support through PLP (Positive Learning Programs), YCDI (You Can Do It!) and the CLINT Way.
- Chaplaincy Support – since 2013 we have had this wonderful service available at our site for our community as it has become an integral part of our school's social capital
- Student Support Services Committee which oversees students with disabilities, wellbeing and learning support including remediation and extension
- Prep welcome events
- Parent programs
- Buddy programs

We are very pleased with the results regarding the satisfaction of parents, staff and students with 90% satisfaction in the majority of areas surveyed.

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)	98%	97%	95%
• this is a good school (S2035)	95%	97%	95%
• their child likes being at this school* (S2001)	100%	97%	96%
• their child feels safe at this school* (S2002)	95%	95%	88%
• their child's learning needs are being met at this school* (S2003)	98%	90%	86%
• their child is making good progress at this school* (S2004)	98%	92%	88%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	97%	91%
• teachers at this school motivate their child to learn* (S2007)	100%	98%	88%
• teachers at this school treat students fairly* (S2008)	93%	95%	82%
• they can talk to their child's teachers about their concerns* (S2009)	98%	98%	91%
• this school works with them to support their child's learning* (S2010)	98%	93%	91%
• this school takes parents' opinions seriously* (S2011)	93%	90%	85%
• student behaviour is well managed at this school* (S2012)	91%	85%	84%
• this school looks for ways to improve* (S2013)	95%	95%	93%
• this school is well maintained* (S2014)	98%	95%	95%

* 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%	97%	99%
• they like being at their school* (S2036)	98%	94%	97%
• they feel safe at their school* (S2037)	97%	92%	98%
• their teachers motivate them to learn* (S2038)	98%	96%	98%
• their teachers expect them to do their best* (S2039)	100%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	98%	98%
• teachers treat students fairly at their school* (S2041)	96%	92%	91%
• they can talk to their teachers about their concerns* (S2042)	90%	87%	94%
• their school takes students' opinions seriously* (S2043)	92%	90%	97%
• student behaviour is well managed at their school* (S2044)	80%	94%	92%
• their school looks for ways to improve* (S2045)	98%	98%	98%
• their school is well maintained* (S2046)	96%	99%	98%
• their school gives them opportunities to do interesting things* (S2047)	98%	98%	95%

* 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)	98%	92%	92%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	94%
• they receive useful feedback about their work at their school (S2071)	92%	89%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	94%	87%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	95%	98%	92%
• student behaviour is well managed at their school (S2074)	92%	91%	92%
• staff are well supported at their school (S2075)	90%	91%	82%
• their school takes staff opinions seriously (S2076)	93%	94%	82%
• their school looks for ways to improve (S2077)	100%	100%	94%
• their school is well maintained (S2078)	90%	91%	96%
• their school gives them opportunities to do interesting things (S2079)	98%	89%	86%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The school involved parents in their child's education through the following strategies:
- Each class teacher publishes a class newsletter detailing the curriculum program and events.
- Each class teacher publishes a curriculum overview.
- Parents are invited to conferences for assessment and reporting purposes – Term One and Term Three.
- All special event days including School Sports Days, NAIDOC activities, Reconciliation Week, Under 8s' morning all involved a large number of parents and community members

- Parents are encouraged to join the active Parents and Citizens' Association
- Parents and community members are invited to the Clinton State School Love of Learning and Annual Awards conducted in December each year.

Respectful relationships education programs

Clinton State School's respectful relationships education program is embedded in our Positive Behaviour for Learning. It takes a strengths-based approach looking to build and extend on the skills of young people so they may best respond positively to a variety of health issues/contexts.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships

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	41	52	81
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	1
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

Clinton State School had a long involvement in the Green and Healthy Schools program and has been a previous state winner. Our school continues to monitor and promote the reduction of the school's environmental footprint. We have a very active Student Green Team that takes great pride in working towards reducing our environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	366,820	39,977	339,936
Water (kL)	34,725		

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.

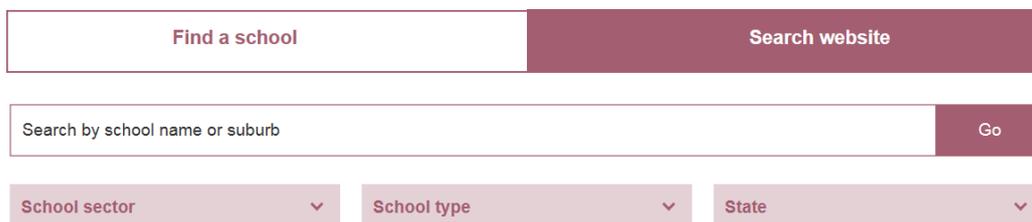

School funding

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	69	53	10
Full-time equivalents	62	30	8

*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	0
Masters	3
Graduate Diploma etc.*	9
Bachelor degree	57
Diploma	0
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 $44 464.03.

The major professional development initiatives are as follows:

- Explicit Instruction
- Classroom Essential Skills and Behaviour Management
- High Performance Teams
- Big 6
  - Jolly Phonics
  - STRIVE/Frayer Vocabulary
  - Blending, Segmenting and Tracking
  - Before, During and After Reading
- Literacy Continuum
- Numeracy Project
- WOW days
- Data Analysis
  - CQ3S
  - Early Start
- Age Appropriate Pedagogies
- Reading Disorders, MultiLit and MacLit
- STEM – digital technologies

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.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% 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	93%	92%	93%
Attendance rate for Indigenous** students at this school	90%	87%	87%

* 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.

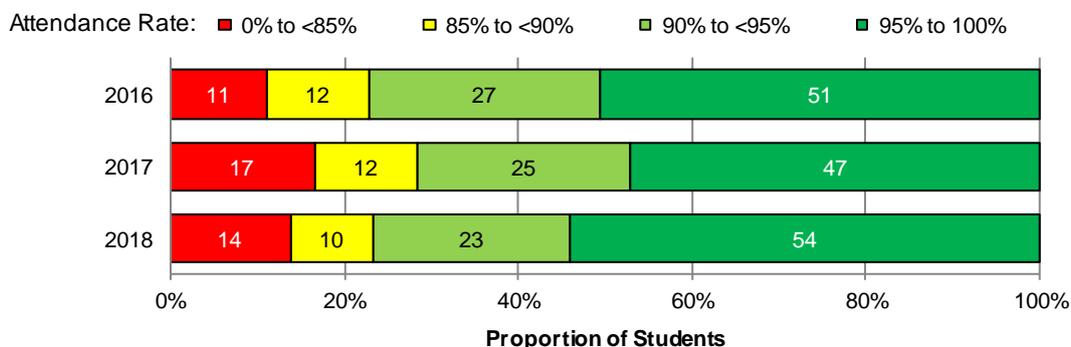Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	91%	93%
Year 1	93%	92%	92%
Year 2	93%	92%	93%
Year 3	94%	92%	92%
Year 4	94%	93%	92%
Year 5	93%	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

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%
2016	11	12	27	51
2017	17	12	25	47
2018	14	10	23	54

Proportion of Students

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.

Non-attendance is managed in state schools in line with the 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.

Regular monitoring of student attendance occurs daily by class teachers and weekly by the executive leadership team. We have a strong focus on attendance and its link to achievement which is regularly promoted at our school parades, in the newsletter and on our school Facebook page. Weekly attendance rates are published on our school Facebook page promoting our whole school target of 95% or above.

Students with attendance concerns are put on alert systems. At five (5) week intervals, letters identifying unexplained absences are sent home and parents are requested to provide an explanation.

Year Level	Attendance
Whole	94.2%
Prep	93.1%
Year 1	96.9%
Year 2	94.5%
Year 3	91.9%
Year 4	94.1%
Year 5	94.0%
Year 6	95.5%
🏳️	91.2%

Regular reminders regarding the importance of school attendance is provided to parents via the school newsletter, notes and the school's Facebook page.

The introduction of our same day reporting process enables parents to notify the school of absences. Parents are able to also email, write a note or phone the school office to advise of an absence.
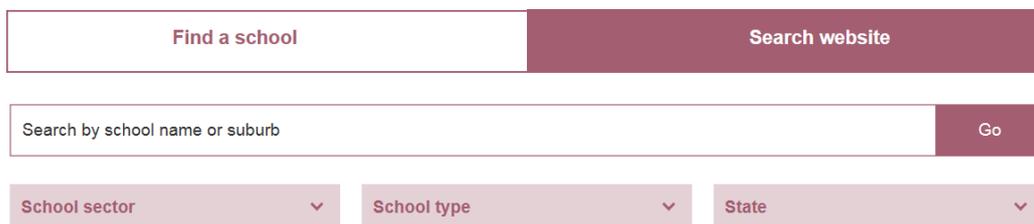
Students who achieve 100% each term are recognized with a special school certificate to celebrate this outstanding achievement.

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.

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 'NAPLAN' to access the school NAPLAN information.

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

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.