

Gympie East State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	PO Box 3090 Gympie Dc 4570
<b>Phone</b>	(07) 5487 7111
<b>Fax</b>	(07) 5487 7100
<b>Email</b>	principal@gympieeastss.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Scott Thompson Principal Gympie East State School

# From the Principal

## School overview

Gympie East State School has a proud environmental tradition as a "Green and Healthy School". We have received several awards for our innovation in this area and are continually looking for ways to reduce our carbon footprint. Our Environmental and Gardening Program plays a major role in our school culture. Every student spends at least one session a week working in our garden, forest school or engaging with the environment. I encourage you to take a look at our website which has further details about our environmental and school activities. This is complemented by our redesigned curriculum approach that allows students to build on their knowledge each term from Prep to Year 6. This sequential approach ensures all students are working progressively towards higher learning outcomes. Information and Communication Technologies are an increasingly important aspect of the global student and all students have access to up-to-date infrastructure and learning opportunities in our STEAM Program, whether it be coding, designing or being interactive in the classroom our students have every opportunity to prepare for their future. This includes high levels of social responsibility as well as ensuring quality academic growth. To this end we have high behaviour expectations backed by our Gympie East Responsible Behaviour Plan, our students know this as "The East Way". At Gympie East we believe strongly in developing the whole student. East students and staff live by our school motto "Nothing Without Endeavour" and coupled with our school vision of "What Ever it Takes" every student succeeds in creating their success, we are driven to provide our students with the best possible foundation to create their own bright future.

## School progress towards its goals in 2018

### Outstanding Achievement:

- 100% of year 3 and 5 above National Minimum Standard
- 2016- 2018 3-5 Naplan mean score gain higher in reading higher than All Australian Schools and Similar like Schools

Strategy – Build leadership capacity.	
Actions	Progress/issues/implementation
Principal to seek support of Region HOD to facilitate professional knowledge focused on developing best practice math pedagogy and Gympie Math alliance resources (Rachel Pelling)	Achieved: consistent planning, delivery in place
Identify and recruit a numeracy leadership team to lead peer learning program and best practise strategies.	Achieved
Use I4S and IPS funding to support Numeracy e.g. Teacher planning and release for observation of best practice, resource purchase	All staff benefiting
Strategy – Build teacher quality	
Actions	Progress/issues/implementation
Build teacher capacity to recognise and remediate key misconceptions through Gympie Alliance Diagnostics and to use data to drive teaching.	Data used to inform teaching practices
Enhance teacher knowledge of Australian Curriculum Mathematics through deepening knowledge of Achievement Standards and Curriculum Intent.	Teachers have a stronger understanding of the Australian Curriculum
Provide time for teaching staff to plan effectively (school wide alignment of planning) for mathematics using data to inform the teaching and learning program aligned to the Australian Curriculum.	Achieved two planning/analysis days per term

Provide opportunities for staff to engage in moderation within and across schools using Gympie Alliance Diagnostic tool.	All year levels moderate both externally and internally
Deepen staff knowledge of minimum weekly numeracy standards and have staff engage with current research via short impact papers.	In progress
Align DPP for staff to the numeracy strategy	Achieved
<b>Strategy – Successful Learners</b>	
<b>Actions</b>	<b>Progress/issues/implementation</b>
Provide challenging learning opportunities for students to demonstrate their potential through quality assessment tasks.	Achieved
Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention.	Achieved
Implement, monitor and review attendance and attainment strategies for continuous improvement	All students achieving 94% attendance
Expand opportunities for all students to reach their potential – students achieving in U2B	34.6% upper two bands year 3 10.5 % upper two bands year 5
Expand opportunities for OOHC students/ ATSI students to reach their potential	Student achievement 80% or better in A - C
<b>Strategy – School Performance</b>	
<b>Actions</b>	<b>Targets</b>
Triangulate Mathematics data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff.	78% of students achieving A – C in Mathematics
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings	Achieved
Triangulate available mathematics data to monitor performance and inform practice	Achieved
Develop and lead an explicit improvement agenda focussed on mathematics	Achieved in 2018
Share successful practice across classrooms	All staff Achieved
<b>Strategy – Local Decision Making</b>	
<b>Actions</b>	<b>Targets</b>
Promote awareness and understanding of the Numeracy strategy to all stakeholders through communication channels – school newsletter, website, celebratory letters and invitations, parades, Facebook	100% of parents aware of Numeracy as the school EIA
Collaborate with local school clusters to share practice and promote learning	100% attendance at cluster PD opportunities
Provide opportunity for parents to engage with mathematics pedagogy	25% of parents attend professional learning

## Future outlook

Strategy –	Actions	Milestones/ Targets
<b>Teaching Quality</b>	To develop a shared understanding and commitment to developing writing stamina with reference to the general capabilities in the Australian Curriculum and across all Key Learning Areas. Janet Scudamore OT P-3 embed whole school handwriting program to improve letter structure ,stamina and fluency of writing	85% of students achieving a C or better in English  Alignment of Achievement standards across KLAS
	All teachers engaging in the post moderation process	100% of teachers attend post moderation for English
	Enhance teacher knowledge of Australian curriculum Writing through deepening knowledge of Achievement Standards and curriculum Intent through the Pre-Moderation Process.	100% of teachers using the NCR anchor chart to plan for English
	Provide time for teaching staff to plan effectively for Writing use data to inform the teaching and learning program aligned to the Australian Curriculum	SOS data – teacher satisfaction
	Deepen staff knowledge, understanding and pedagogical practice of the 4 writing procedure – Modelling, Shared and Interactive Writing, Guided and Independent writing to Pearson’s Gradual Release of Responsibility Model.	
	Develop Whole school consistent approach to writing “The East Way” which is linked to Sheena Cameron and practices of The Writing Book.	1 year of growth in writing for each student
Strategy –	Actions	Milestones/ Targets
<b>Successful Learners</b>	A whole school approach to support the learning of all students	100% of staff engaged in PD
	Student achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources, reflecting whole school approach to support student learning aligned with the school improvement agenda.	100% of funds are expended targeted to meet student learning needs
	Analysis of student data to monitor progress, guide professional practice and transitions, and prompt early intervention	100% of teachers involve in data analysis
	Use Early Start and the P-10 Literacy Continuum to monitor students’ progress in writing and identify writing behaviour goals for students.	Data Wall – whole school and individual literacy continua  Data Collection –
	Create inclusive opportunities for all students to reach their potential as successful learners; identify and support top students, SWD and at-risk students.	100% completion of ICPs; ISPs; ESPs
	Monitor and review attendance, behaviour, retention and attainment strategies for continuous improvement in writing	term with 100% engagement, 93% attendance

	Create an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests, guided by the Learning and Wellbeing Framework and the Disability Standards for Education, 2005 to enable student success in writing.	5 % reduction in behaviour incidents
	Provide challenging learning experiences that further develop writing through critical and creative thinking capabilities across the curriculum.	50 % of students achieving in U2B for Writing
<b>Strategy – Principal Leadership and Performance</b>	<b>Actions</b>	<b>Milestones/ Targets</b>
	Lead an inclusive and collaborative culture, deepen learning and foster accountability	
	The school leadership team routinely review inclusive practices across the school to ensure alignment with evidence-based inclusive practices	100% of staff engaged in collegial engagement practices
	Establish a teaching and learning calendar each term to identify expectations of school staff to enact the strategies within the AIP and Assessment and Target plan.	100% of staff receive a teaching and learning calendar at the commencement of each term
<b>Strategy – School Performance</b>	<b>Actions</b>	<b>Milestones/ Targets</b>
	Work collaboratively within and across schools to improve student achievement in writing using data evidenced inquiry cycles.	100% of staff engaged in collaborative discussion of data analysis
	Collect and triangulate Writing data (Naplan, Writing Continua) to monitor performance, review practice and strategy outcomes through data analysis inquiry.	100% of staff engaged in data analysis
	Provide regular opportunities to analyse student writing data through the school contextualised data analysis inquiry to inform teacher planning	100% of staff engaged in data analysis
	Analyse writing data at an individual, cohort and whole school level to monitor performance and inform practice through teacher planning meetings.	100% of staff engaged in data analysis
<b>Strategy – Regional support</b>	<b>Actions</b>	<b>Milestones/ Targets</b>
	Engage with NCR offer of PA-AC support for pre moderation opportunities	100% of teachers use the NCR planning process
	Engage with NCR offer of Inclusive Resourcing Tier 1 support	
<b>Strategy – Local Decision Making</b>	<b>Actions</b>	<b>Milestones/ Targets</b>
	The school actively seeks to engage with the local community and supports initiatives that celebrate diversity	SOS data
	Promote awareness and understanding of the Writing strategy to all stakeholders through communication channels – school newsletters, website, EIA, parades.	SOS data

Provide opportunities to share writing pedagogy with parents through scheduled learning opportunities.

SOS data

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Prep Year - Year 6

#### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	110	125	140
Girls	57	58	60
Boys	53	67	80
Indigenous	9	7	6
Enrolment continuity (Feb. – Nov.)	97%	97%	95%

Notes:

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

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

### Characteristics of the student body

#### Overview

Gympie East State School opened on October 9, 1965 after a number of smaller schools were closed in the area. Situated 9km east of Gympie on Cedar Pocket Road, Gympie East provides a co-educational education for students from Prep to Year Six. The school motto "Nothing Without Endeavour" motivates us to continue to strive for excellence in providing quality educational opportunities for all students. The school is part of a small school's coalition – the Cooloola Cluster that includes Kia Ora, Wolvi and Rainbow Beach. Principals and staff of these schools work together to support teaching and learning and create opportunities for cultural and sporting endeavours. Students at Gympie East State School come mostly from a rural background, residing on farms and small acreages. Four buses deliver many of our students to school. Some students choose to travel from further afield to benefit from the small school environmental ethos of the school. We are a small Independent Public school that offers a big future. We have great enrolment continuity and from 2017 until present, our numbers have continued to grow steadily.

4% of our school students identify as being indigenous.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	23	22
Year 4 – Year 6	23	23	26
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

- Gympie East State Schools learning and teaching program is organised around the core learning outcomes of eight Key Learning Areas (KLAs).
- The Department of Education's resources support our planning and assessment, (Curriculum into the Classroom (C2C) and the Australian Curriculum).
- Gympie East also has a strong commitment to explicitly teaching the core skills of Numeracy, Reading and Spelling.
- Our planning and teaching uses a differentiated approach that targets every child's individual needs. We use the Gympie Alliance Diagnostic math tests and planning tools to differentiate the math curriculum for our students. In English, we use the NCR Small Schools Planning document to provide consistency across the school. As a cluster, we attend both Pre and Post Moderation to ensure grades are accurate and consistent. Maths and reading achievements are continuously tracked, reported on for each student. This data is used to inform teaching and then drives student achievement.
- Reading decoding and comprehension skills are targeted through a whole school improvement approach that includes using the Sheena Cameron comprehensions strategies, Jolly Phonics, Daily Rapid Reading and the Gradual Release model.

### Co-curricular activities

- Environmental Education and STEM are integrated throughout the curriculum at Gympie East with all students involved in the program. Students spend a minimum of 1 session per week in the outdoors or vegetable garden.
- Students, provided by EQ teachers as well as by a private tutor, can enjoy a variety of instrumental music lessons. These include strings, percussion, woodwind, brass and guitar.
- School Rock Band
- Current students have the opportunity to be involved in groups, which compete, in the local eisteddfod.
- Senior students are all leaders in the school helping to organise charity days, activities and entertainment such as Winter Festival, Cooina Show Day, and Grandparents Day.
- Variations to School Routine through camps, excursions, incursions and visiting performances. These are planned to coincide with and enhance particular units of work.
- Japanese is taught to all students from Years 3 to 6. The emphasis is on cultural understanding and awareness and grows towards speaking and writing in German as students' progress through the program.
- Students also participate in a number of sporting endeavours. Some include: High Ropes Course (we have our own high ropes course which is accessed by other schools and community groups), Sports Gala Days, The Broncos Challenge, ARL Development Cup, interschool athletics and sports day and swimming lessons, which include a focus on water safety in Term 4.
- We run a number of clubs during lunch hours, which include: Computer, Lego, Drama, Art and Garden Clubs.

### How information and communication technologies are used to assist learning

Each school classroom is equipped with an interactive whiteboard, which is in daily use. Prep to year 3 and learning support are also equipped with Smart TV's. Each Classroom has access to a bank of 24 laptops and 24 iPads linked to internet and printers. The schools iPads are used across all curricula activities to provide engaging and intellectually stimulating activities that produce strong learning results. Students have the use of a computer laboratory in the Resource Centre where specific lessons are taught each week and research undertaken. Computers are used to differentiate learning for identified students using appropriate programs. Students access library resources using the computer system. Teachers all use EQ provided laptops for planning and assessment and reporting. Data from our solar generation system is used to monitor energy use and also in practical math and science. A school wide STEM program is in the process of being initiated across the school.



## Social climate

### Overview

Our aim is to promote a safe and supportive school climate where learning is the key focus. Students at Gympie East State School are all on board with The East Way, this means they are well-behaved, self-managed, respectful and supportive of each other and the staff of the school. The school focuses on a culture of care and concern for self and others and lives through its code of behaviour which encourages:

- Care of Self
- Care of School
- Care of Learning
- Care of Others
- Care of Energy and Environment

Gympie East State School encourages and welcomes parent and community involvement in student activities, thus maintaining a positive social climate through mutual understanding. Behaviour management focuses on rewarding positive behaviours and creating an understanding of personal responsibility through classroom lessons. Behaviour management advisors from EQ are sought for advice and action if necessary and Individual Behaviour Plans are enacted. The school runs the Ditto program, Zones of Regulation and the Daniel Morcombe child safety program was introduced in term 3 2017.

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

\* 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)	100%	100%	100%
• they like being at their school* (S2036)	100%	98%	100%
• they feel safe at their school* (S2037)	100%	96%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	98%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	96%
• teachers treat students fairly at their school* (S2041)	97%	98%	98%
• they can talk to their teachers about their concerns* (S2042)	97%	98%	88%
• their school takes students' opinions seriously* (S2043)	100%	93%	98%
• student behaviour is well managed at their school* (S2044)	92%	96%	100%
• their school looks for ways to improve* (S2045)	100%	98%	98%
• their school is well maintained* (S2046)	92%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	95%	96%	100%

\* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	88%	91%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	92%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	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.

## Parent and community engagement

Gympie East State School exercises many strategies for involving parents in their child's education. Parents are involved in their child's education in many forums throughout the school. Some of these include:

**School Council** – The School Council is made up of a body of parents, teachers and community members who set the strategic direction of the school.

**P&C Association** – many parents participate in the running of the P&C, which meets once per month. Our P&C operates the Tuckshop and the Uniform Shop. They work throughout the year to raise much-needed funds for the school.

**Classroom Volunteers** – many parents assist teachers in classrooms with everything from administrative assistance to taking reading, math, writing or art groups. Some parents have participated in the Ready Reader and Support a Talker program.

**Parades:** Children's success is celebrated at our weekly parades.

**Volunteers in other areas** – some parents feel more comfortable helping out in areas other than their child's class. These parents are encouraged to assist in our Tuckshop, Resource Centre, swimming classes and the school grounds. Parents are encouraged to attend parades. These are held on Friday mornings. Parents also attend special assemblies throughout the year to celebrate such occasions as Book Week and State Education Week.

**Staff/Parent Evenings-** Every term we hold a staff family evening. Parents and staff are encouraged to attend these social occasions, which are growing in popularity. Parents also attend special days and activities throughout the year. These include sports days, swimming carnivals and commemorative assemblies,

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school runs the Ditto program and the Daniel Morcombe Child Safety Program was introduced in term 3 2017. Each class focuses on a Bucket Filling and Zones of Regulation strategy where by student's endeavor to fill their own and others emotional and social buckets by treating each other respectfully and politely. In addition, the school focuses on a culture of care and concern for self and others and lives through its code of behaviour, which encourages:

- Care of Self
- Care of School
- Care of Learning
- Care of Others
- Care of Energy and Environment

We have a guidance officer who supports and encourages our students, parents and community.

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	9	2	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. Classroom rules are established for the use of lights and air-conditioning. Waste disposal is kept to a minimum with all organic waste and some paper waste being worm farmed and composted and recyclables being separated from non-recyclables. All drinking water is from rainwater, while toilets and gardens are watered from the creek. We run an environmental Education program where students grow vegetables, learn soil science and environmental practice, plant native vegetation and maintain a bush tucker garden.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	29,024	6,646	32,177
Water (kL)			

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.

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

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

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	10	9	0
Full-time equivalents	8	6	0

\*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	1
Graduate Diploma etc.*	1
Bachelor degree	7
Diploma	1
Certificate	

\*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 \$14 354.

The major professional development initiatives are as follows:

- Pre and Post moderation

- Deepening knowledge on the Australian Curriculum
- MAPA Training
- English Planning Anchor charts, Maths Planning Gympie Diagnostic Math
- First aid

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.	97%	98%	97%

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

From the end of the previous school year, 88% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	93%	93%
Attendance rate for Indigenous** students at this school	94%	89%	92%

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

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

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

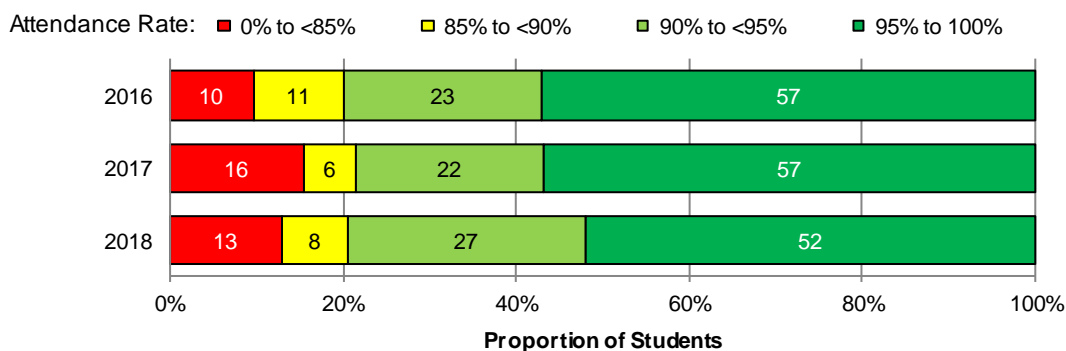
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	95%	93%	95%	Year 7			
Year 1	93%	92%	95%	Year 8			
Year 2	95%	93%	94%	Year 9			
Year 3	95%	90%	93%	Year 10			
Year 4	97%	94%	87%	Year 11			
Year 5	93%	95%	93%	Year 12			
Year 6	94%	95%	92%				

Notes:

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

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

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

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.

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.

Rolls are marked twice per day, and entered into the system electronically through One School. Parents are requested to make contact with the school office to notify of any absences by their children. Prolonged periods of absence will necessitate a phone call from the principal and a meeting will be arranged if necessary. If response is unsatisfactory, or an agreement can't be reached for support or other intervention, including flexible attendance arrangements, a mandated process will be followed which may lead to prosecution or the involvement of outside agencies.

Late arrivals and early departures are managed through the office. No child is allowed to be released from a classroom without this happening. Each Term a report is sent home that indicates unexplained absences. This report flags to parents the benefits of regular attendance and the negative impact of poor attendance

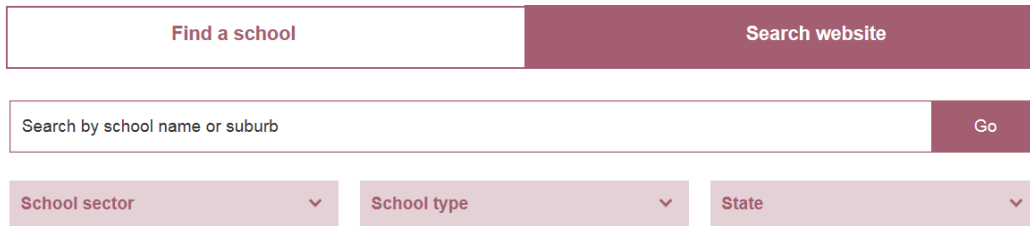
## NAPLAN

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.