

Woodridge North State School (0647)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

This report provides a snapshot of our school during 2012. It includes progress towards the goals outlined in the 2012 Annual Implementation Plan and in the Four Year Strategic Plan 2010-2013. The AIP for 2012 aligns directly with the priority areas outlined in the teaching and learning audit. Our next audit takes place in 2013. Our key strategic directions for 2012 linked to audit information with the following major focus areas for improvement:

- * An explicit improvement agenda through collaborative development of an explicit improvement agenda.
- * Evidence based, high quality teaching which includes the analysis, discussion and use of data to ensure that school programs are aligned vertically and horizontally. Personalised PD.
- * Differentiated classroom learning to ensure that all students have learning programs that challenge them to improve, at appropriate levels for their particular developmental needs.
- * Building leadership and capacity to sustain programs into the future.

In addition to the pursuit of high-quality learning and development outcomes for our students, we place a high value on helping students to develop life-long learning skills and on the social, emotional well-being of all school community groups. This report provides additional information about our parent-school and community partnerships.

Information about the curriculum, extra curricula activities and how ICT tools are being used to assist learning is provided. The new facilities have added considerable value to the services we now provide for our students and community.

We are proud to be a National Partnership school. This has continued to bring significant additional funding and support to our school community by enabling the employment of specialist teachers for some key learning areas, support for individual students who require this and to provide additional release time for teachers to undertake planning, assessment and reporting and to provide the opportunity for teachers to learn from excellence in teaching from colleagues.

The school improvement agenda for 2013 focuses on:

- * Improved outcomes for students in numeracy
- * Improved outcomes for students in reading, writing, grammar and punctuation
- * Levels of student engagement in learning – Closing the Gap – personal goal setting
- * Levels of staff and student capabilities for using ICT tools for teaching and learning
- * Continuing to build leadership and capacity to sustain programs into the future.

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School progress towards its goals in 2012

* *An explicit improvement agenda through collaborative development of an explicit improvement agenda.* The improvement agenda was collaboratively developed through consultation with staff. The priority areas were translated into the pedagogical framework which will help guide school operations into the future and the immediate priorities were translated into the school improvement agenda for 2013.

* *Evidence based, high quality teaching which includes the analysis, discussion and use of data to ensure that school programs are aligned vertically and horizontally.* Additional teacher team release time has been and will continue to be provided to enable for collegial analysis, discussion and use of data to identify individual student achievement levels so appropriate provision could be made to meet their learning needs. Teachers also have release time to watch others work to upgrade their own levels of expertise. C2C units are used across the school and adapted to suit particular classes and needs.

* *Differentiated classroom learning to ensure that all students have learning programs that challenge them to improve, at appropriate levels for their particular developmental needs.* Individual and small group learning programs are provided where students require additional support. Key additional support personnel (SEP, ESL, STLaN, SLP) work with teachers to assist planning and implementation. Phonological awareness programs are a priority in the early phase of learning.

* *Building leadership and capacity to sustain programs into the future.* During the PDP process, staff complete a reflection tool to identify their own strengths and areas for improvement. Students also complete a reflection tool so teachers can compare student responses with their own. They then complete their draft PDP and meet individually with the principal to have a discussion about the PDP, future aspirations/goals/interests, PD requirements, mentoring for self or what they can provide for others... Acting leadership roles are made available both within and beyond the school where possible. Leadership density is strong across the school with a range of program managers and teams having responsibility for key operational areas.

In addition to the pursuit of high-quality learning and development outcomes for our students, *we place a high value on helping students to develop life-long learning skills and on the social, emotional well-being of all school community groups.* This report provides additional information about our parent-school and community partnerships.

While improvements were achieved in Literacy, Numeracy data continues to be of concern. The school did engage in the Proportional Reasoning project, however, as training was off-site and restricted to a few key teachers, it did not have the impact we anticipated it would have. Numeracy will be our major focus for improvement in 2013.

Parent and student satisfaction ratings in the School Opinion Survey were good. However, staff morale continues to be a major issue in staff opinion surveys. While some of this may be considered in the context of ill-health and significant changes within education systems and the expectations of teachers, particularly with OneSchool and ACARA, there have been some issues that have contributed negatively to staff satisfaction levels in the area of morale. Professional learning opportunities have become more web-based and teachers are utilising sites such as OneChannel while the school still continues to provide a range of professional learning programs at the school. These are usually aligned to strategic priorities. Teachers are participating in initiatives such as Project 600.

Our school community is fortunate in having access to services from a wide range of external providers. Breakfast programs, homework centres, Smith Family scholarships, services provided through Every Child Counts and many other organisations, continue to work with the school, students and their families. National Partnership funding enabled us to maintain a full time behaviour support teacher and a mobility support teacher who is the key liaison person between family and community services. Data indicates that behaviour incidents have reduced and are mainly restricted to a small group of students who do not fit easily into social contexts such as schools. Attendance data is still of concern, again for a small group of students. We have some success with parents/carers of some of these students but some are not available for contact. Home visits are not always possible. A different attendance initiative will be trialled in 2013 and it is anticipated that this will help reduce absences with these families. Class tracking charts introduced in 2012 will continue in 2013. These allow students to individually track their behaviour and attendance.

Future outlook

* *Improved outcomes for students in numeracy* – through targeted interventions based on data with focus on Years 2, 4 and 6 in Semester 2 and Years 3, 5 and 7 in Semester 1. Continued provision of 2 hour structured numeracy block in 2013. Use of walk through to gain a whole school picture of how vertical alignment is being achieved through rigorous and identifiable processes and strategies. Use of hands on, experiential approach, particularly in Prep and Year 1. Use of Mathletics throughout the school to help with differentiation. Trackable, individual student goal setting to be introduced in 2013, commencing with students setting targets in Mathematics in the area of problem solving. The pedagogical framework and the school improvement agenda provide clear expectations of what is required across the school.

* *Improved outcomes for students in reading, writing, grammar and punctuation* – through targeted interventions (see above). Continued provision of 2 hour structured literacy block and walk throughs. Use of Reading Eggs and other eLearning programs to support differentiation. Trackable individual goal setting to be extended to reading in Term 4, 2013. Participation in Ready Reader program with support from Logan City Council readers. Focus on struggling Year 1 readers initially. Purchase of additional 0.2 SLP to increase capacity building in Prep and Year 1 for phonological awareness and in other year levels for vocabulary development

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(STRIVE). The pedagogical framework and the school improvement agenda provide clear expectations of what is required across the school. C2C units are adapted to suit student cohorts.

* *Levels of student engagement in learning – Closing the Gap* – personal goal setting for ‘other’ goals related to social, emotional well-being and behaviour. Employment of Youth Worker to support school programs for dis-engaged students. The focus to be on personal and social development leading to increased ability to benefit from class learning programs. The BST provides in-class support to help teachers develop the essential skills for classroom management and the Resilience Trust personnel also work with individuals, groups and whole classes to support SEL, including information about how our brains function drawn from neuro-science. Increasing focus in 2013 on higher banded students and on improving their access to learning programs that challenge and stretch them. Extra curricula activities and programs will continue into 2013 – play groups, homework centres, club activities.

* *Levels of staff and student capabilities for using ICT tools for teaching and learning* – most teachers have completed the digital pedagogy training. All staff use and record information and planning onto OneSchool. Several teachers utilise EdStudios with their students, both within and beyond the school. In 2013, confidence in using ICT tools will increase. Several classes have been/are engaged with Project 600 initiatives. Morning parades in 2013 will be done electronically by students and teachers. In 2013, a one-to-one lap top program will be trialled over a three year period, with other classes coming into the program in 2014 and 2015. In 2012, acquisition of ICT equipment and resources was a priority and utilisation of these tools will enhance learning and teaching into the future. Personalised PD is provided and staff encouraged to access on-line learning opportunities.

* *Continuing to build leadership and capacity to sustain programs into the future.* Liaising with staffing officers regarding requirements for staffing and working to engage (where possible) staff who have a commitment to working in complex, diverse and sometimes challenging communities. Utilising PDP processes to enable staff to identify their strengths, which can then lead to mentoring programs for other colleagues, and to enable staff to identify their own areas for improvement, which can then help them to identify a suitable mentor for their own development. Ensuring that there is a balance of strategic, school and individual professional development provided in priority areas. Devolving PDP processes to key staff members to work with relevant personnel. Continuing to build leadership capacity within the school through utilising strengths, challenging people to step up, and through leadership roles and program management positions. Supporting aspiring leaders to access opportunities to build capacity in their areas of interest. Building trust between members of the school community and confidence in contributions each can make.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	503	276	227	87%
2011	478	240	238	87%
2012	476	237	239	86%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Our school is situated in a district which has a significant number of families from low-socioeconomic backgrounds. The students are drawn from 50 different language groups. Indigenous students comprise 10% of our student population. We have students from countries around the world. The AEDI (Australian Early Development Index) confirms this diversity. This increases the complexity of the school but also provides a rich tapestry of cultures and the school has a very positive reputation in the wider community with a non-tolerance policy towards racism and violence. Our school has families from a range of religious backgrounds.

Older students display high level leadership qualities. All students are encouraged to take an active role in their own learning and development and to take responsibility for their own actions and behaviour. Some students are responsible for getting themselves and/or younger siblings to school because of family circumstances. Our school takes seriously, its responsibility to ensure that students have an understanding of the world of work before they go on to secondary schooling as some parents are unable to provide this information for their children. We liaise closely with local secondary schools and universities.

Tracking of student mobility indicates that the majority of exits from our school are because of housing and/or family relationship issues. Students are encouraged to stay in the one school for the school year where possible. Incentives are in place to encourage responsibility, respect, safe behaviours and engagement in learning. The school has a support teacher who undertakes enrolments, monitors attendance and the engagement of students within the school context. This officer is also the key liaison person between external service providers and students and families. Where students have difficulty operating in a social context, our behaviour support teacher and external support personnel work with students, parents and teachers to increase positive engagement.

Parent participation has always been high for multicultural and other special events, including sports. This participation has increased as a result of additional programs being provided at the school, including play groups, homework centres and TAFE courses. School and external personnel also provide parent training programs to support literacy, numeracy and personal development. The P&C Association is small but active with its fund-raising and services to the school including a tuckshop and a uniform shop. The YMCA Breakfast Program operates three days a week and is accessed by most students.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	21	21
Year 4 – Year 7	24	24	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	44	83	72
Long Suspensions - 6 to 20 days	5	5	5

Our school at a glance

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Phonological awareness programs in the early years, vocabulary building (STRIVE) in other year levels to support our English language capabilities of our students. ESL programs for identified students.

Targeted learning programs with additional personnel purchased through National partnership to support learning and teaching in literacy, numeracy and specialist areas.

Provision of a skills-based sports program for middle and upper primary students to allow them to develop the full range of skills required to participate effectively in sporting activities of their choice. Provision of a perceptual motor program for lower primary and prep students to allow them to develop the foundation skills that promote physical health and development.

Extension programs for higher achieving students in the upper primary grades. Liaison with other primary and local secondary schools for challenge days.

Special Education Unit that caters for students with disabilities in general classroom contexts and which provides lunch time activities and lifeskills programs for students in the unit.

Social, emotional learning programs including leadership programs for senior students, student and family counselling services, breakfast programs, outside school hours programs to support learning and healthy personal development, Friends and FunFriends programs across the school.

Instrumental music programs (strings, brass/woodwind, percussion/keyboard).

Implementation of school-wide positive behaviour support and incentive programs to encourage regular attendance, positive behaviours and getting to school on time.

Community meetings to ensure that curriculum is culturally inclusive and community groups have input into operations.

Extra curricula activities

Project clubs including song and dance activities including cultural group performances, garden and cooking clubs.

Curriculum related excursions, inclusions and camps to broaden and extend students' learning experiences.

Participation in challenge activities with other local schools. Competitions that encourage higher order thinking, collaboration and self-expression.

Play groups which operate four days a week and an on-site kindergarten which commenced operations at the beginning of 2012.

Cultural games programs, multicultural celebrations, homework centres to support school learning programs. Lunch time activity programs to meet range of student interests.

Participation in district sporting activities including rugby, soccer, netball, basketball and softball.

Accessing external providers for life education and self-development programs.

Student leadership programs to develop leadership capabilities, responsibility taking and access by younger students to good role models. Student Council members communicate with classes across the school. Participation by older students in transition to high school programs.

Partnerships with a range of external organisations and groups to enhance learning and life opportunities for students, eg. scholarships, early identification of needs and abilities, family support.

How Information and Communication Technologies are used to assist learning

Significant new technologies have been introduced into the school through the BER project and upgrades have been undertaken in some classrooms to bring them up to a 21st Century standard. Older classrooms have had upgrades in terms of ICT equipment and we have achieved the required ratio of computers to students. Increasing use is being made of iPads, laptops, computers and interactive whiteboards for teaching and learning.

Most teachers have their pedagogical licences. Several are serving as mentors to other colleagues in this area. On-site workshops regarding ICT tools have been and continue to be provided. Staff are also encouraged to access the many on-line learning programs

Our school at a glance

that are available, particularly Onechannel. Several teachers develop EdStudios for and with students and these extend to other school contexts as well. A one-to-one laptop program commences early in 2013.

The school website and FaceBook page are used for wider communication. One Portal homepage is used for staff communications, facilities bookings, calendars etc. Morning parades are now being done electronically by students. Ideas such as the library being an ICT hub for the school have been actioned. The bank of laptops in the hall are used daily for a range of learning programs, particularly by learning support personnel.

Social climate

The school is seen as very supportive of its culturally diverse population. There are strong partnerships with external support agencies which bring benefits to both students and families. There were significant improvements in both parent and student School Opinion Surveys in 2012. This applied to every question except for the student question relating to behaviour. In follow up to the SOS, students indicated that these concerns related to a 'gang' of local girls who were bullying and harassing them particularly in local community parks. Police have worked closely with the school to deal with this situation and it is no longer seen as an issue for the school.

Student leaders play an active role in school operations as members of the student council and school captaincy roles. They organise and facilitate special events within the school, visit classes across the school to ensure all students have a say in school affairs and represent the school at external events. Students also participate as peer tutors and library monitors.

The school has a very good reputation in the district. This is endorsed by the many visitors we have at the school who frequently comment on the supportiveness of our school community and the positive relationships among the school community groups. Our students cope well in making the transition from primary to secondary schooling.

Community groups hire the new facilities for events such as church services and celebrations. One of the local church groups provides services in the form of working bees for particular school projects. We are also fortunate in the level of support the school has from external organisations, both for direct support in the way of personnel and also for local services provided for students and families. The additional funding which has come to the school from Every Child Counts and the National Partnership has enhanced the quality of services we have been able to provide. While the NP funding will conclude in Semester 1, 2013, it is hoped to carry over sufficient funding to continue some of the additional services for 2013 and into 2014.

The school is acknowledged for the quality of programs being provided for students with disabilities. Trained, dedicated staff support these students both in class and individually. Special programs are provided to assist students whose first language is not English. University partnerships provide access to literacy and numeracy training and support.

Levels of staff satisfaction in terms of morale are significantly lower than what is sought. This is a key focus area for 2013 and 2014. Interpersonal relationships among some staff were at a low and impacting on the well-being of themselves and others. A major focus for the future is on getting the right people for key positions and on rebuilding trust amongst staff. Protocols will be revisited at induction programs to ensure that everyone is familiar with departmental expectations and the code of conduct for employees. The school leadership team will participate in leadership team training programs.

Significant progress was made in Closing the Gap in Year 3 reading and writing, where Indigenous students' results were above both regional and state means. Numeracy results were slightly above the state mean, but there is still a slight gap in this area. Year 5 results in reading were above both regional and state means. Writing and numeracy results still have a slight gap. There is a slight gap in Year 7 reading but wider gaps in both writing and numeracy. Attendance is still a concern, with Indigenous students attendance almost 10 point lower than non-Indigenous students. It is anticipated that this will improve in 2013 with increased home visits being undertaken to ensure parents understand the importance of regular, on time, attendance at school.

Our P&C Association, our Indigenous and Pacifica Parents groups have cores of highly dedicated members who undertake a range of activities to support school operations. Playgroups, homework centres and certificate courses help bring parents together to build their confidence in supporting their children's learning. The Pathways to Resilience Trust personnel provide parent information sessions as well as supporting in-school learning.

Parents and students in general, feel that they are treated fairly at this school and are comfortable speaking about their concerns or suggestions with administration or other staff members. Any issues that are brought to the attention of the staff are dealt with immediately and investigated thoroughly prior to being recorded in OneSchool. There are a dedicated teacher aide and a behaviour support teacher, both of whom work with staff and students to help students understand the meaning of and reasons for school rules. Chaplaincy funding is used in the school to support the employment of a youth worker whose role is mainly working with children who have difficulty engaging in learning programs. We have several students who have re-engaged successfully after participating in this type of social skilling program. The SWPBS initiative, higher order thinking, the foundations from You Can Do It and Responsible Thinking processes all help provide structure and support for meeting behavioural expectations. Communication systems, including signage, newsletters, meetings and electronic media all contribute to keep parents informed about school operations.

Our school at a glance

Parent, student and staff satisfaction with the school

(See information above) Parent and student satisfaction levels have improved significantly. The key areas for improvement are in staff satisfaction levels.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	89.7%
this is a good school	92.9%
their child likes being at this school*	100.0%
their child feels safe at this school*	93.1%
their child's learning needs are being met at this school*	93.1%
their child is making good progress at this school*	93.1%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	93.1%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	89.7%
this school works with them to support their child's learning*	92.9%
this school takes parents' opinions seriously*	88.9%
student behaviour is well managed at this school*	82.8%
this school looks for ways to improve*	92.9%
this school is well maintained*	96.6%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	92.1%
they like being at their school*	84.6%
they feel safe at their school*	80.4%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	96.7%

Our school at a glance

teachers treat students fairly at their school*	83.5%
they can talk to their teachers about their concerns*	88.9%
their school takes students' opinions seriously*	86.4%
student behaviour is well managed at their school*	68.6%
their school looks for ways to improve*	95.6%
their school is well maintained*	70.8%
their school gives them opportunities to do interesting things*	94.4%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	82.0%
with the individual staff morale items	79.5%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality

Involving parents in their child's education

Indigenous and Pacifica early learning programs through which parents have access to play groups and resources for home use. Parent training programs are provided by both school personnel and by Southbank TAFE. The latter provides both Cert 3 and Cert 4 courses which have been well attended for several years. Parents support special events that take place at school. While direct parent participation in class activities is low, some parents are happy to help in areas with which they feel confident. Parents are more directly linked with student learning programs now because of the home access to on-line learning programs.

Parents are involved in school review activities, including the school opinion survey. Regular community group meetings are held. The Prep key teacher organises regular meetings with kindergarten staff and with personnel from other early learning or care facilities in the local area. This helps foster early identification of children with special needs and enables the sharing of ideas, resources and events.

Parents are linked to internal and external service providers where required. The Mobility Support Teacher does new enrolments and provides parents with information about the school, a guided tour and introduces them to class teachers. She also provides relief time for teachers to meet with parents to discuss their child's educational needs. This helps create positive relationships between home and school. The benefits of this early interaction can be seen in the level of trust that exists between home and school and the support most parents give to staff even in situations that require disciplinary action.

Student reports are completed on OneSchool and parents provided with a copy of the report, explanation of how to interpret the report and a request to participate in an interview with the class teacher to discuss student progress. Parent/teacher information sessions are held at the beginning of the year and in Semester 2 in Prep for the following year's intake of students. Teachers also provide information directly to parents, either in writing or electronically, so they are able to support current learning programs.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Students and staff are encouraged to turn off lights and fans when not in the room. Although tanks have been installed around the school, the quality of water in them is poor and usage is restricted to watering of lawns and gardens. Increased ICT usage and higher charges for both electricity and water have contributed to the increased costs. Additionally the vandalism that occurred to water pipes on two occasions, resulted in uncontrolled excess water usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	72,789	1,588
2010-2011	86,241	967
2011-2012	92,507	2,143

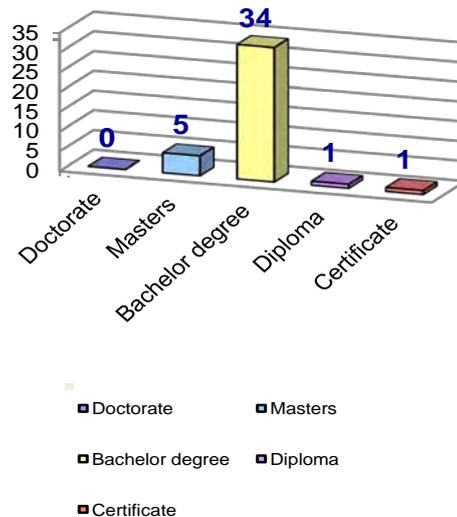
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	41	23	<5
Full-time equivalents	35.2	15.7	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	34
Diploma	1
Certificate	1



Several teachers have other qualifications including another bachelor degree or graduate diplomas.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$14,206. This does not include PD that was funded from sources other than the Professional Development budget. The list below does not include a wide range of workshops that were completed at no cost to the school as they were provided from in-house people with expertise in the area or by external providers who did not charge the school. Teachers also accessed a range of on-line training programs themselves. The major professional development initiatives are as follows:

- * Whole school training to promote higher order thinking – Thinking Skills Framework.
- * Whole school teaching staff digital pedagogical licences.

Our staff profile

- * District music first aid course.
- * First aid training for whole school staff.
- * Staff induction program, including Code of Conduct training.
- * Differentiation mentoring training.
- * Proportional Reasoning workshop.
- * QSA Australian Curriculum workshop.
- * Classroom Profiling training 3 day workshop.
- * Leading learning workshop.
- * Learning 3.0 Design 3.0 SER 2 day workshop.
- * Good to Great Leadership Project.
- * Rehabilitation and Return to Work Coordinator training.
- * Leadership, Guidance, BSM, teacher librarians, SEP. principal and deputy principal core business meetings.
- * SBMAQ State Conference.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.6%	95.5%	94.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.2% of staff was retained by the school for the entire 2012 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

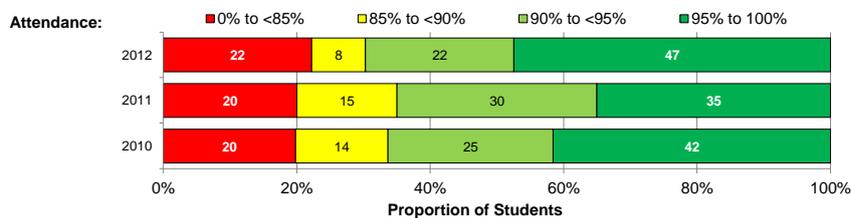
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	90%	91%	93%	91%	92%	90%	91%					
2011	91%	90%	91%	90%	91%	93%	90%					
2012	90%	92%	92%	92%	92%	90%	91%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Our Attendance Improvement Plan is up-dated annually. Rolls are marked twice daily on OneSchool. If a relief teacher is on duty, they are given a paper copy and the office administrative staff enter the details on OneSchool. An administrative officer runs a report daily to check absences and makes every effort to contact parents if there are unexplained absences and/or a pattern of absences. Contact is sometimes difficult in this community. Home visits are sometimes required to obtain information and to strengthen links with some parents/carers. In some cases CLOs, Indigenous staff, Pacifica staff, the mobility support teacher and external personnel assist with these visits.

The importance of children arriving on time and every day is continuously stressed with parents/carers and students. Incentives are in place to give recognition to those student who attend regularly and on time. Students with a pattern of absences and/or of late arrivals have a sign-in system to help monitor and encourage attendance. Class teachers maintain links with families through various communication systems. Clear signage around the school and in-class attendance charts assist in getting the message about regular attendance across to the school community.

Performance of our students

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Total enrolments at the school when the Closing the Gap Report for 2012 was prepared, were 476. Of these, 59 students were from an Aboriginal and/or Torres Strait Islander background.

The achievement gap between Indigenous and non-Indigenous students has decreased in recent years and in several areas, Indigenous students' results were above the school, regional and state averages.

The attendance rate for Indigenous students in 2012 was 83% and for non-Indigenous students was 92.2%. The lower figure can be attributed to a few students who, in spite of efforts made to increase their attendance, still missed school regularly.

A number of new and/or improved initiatives will be put into place in 2013 to continue progress towards closing the gap across all areas, with particular attention being paid to the issues of non-attendance. The school will continue to access services for an Indigenous play group, homework centre, resources centre and will continue to support NAIDOC and other multicultural celebrations.

(see also information provided earlier about Closing the Gap results)