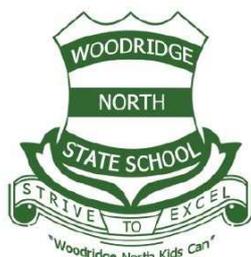


Woodridge North State School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 881 Woodridge 4114
Phone	(07) 3380 6333
Fax	(07) 3380 6300
Email	principal@woodnortss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Michael McMahon

Principal's foreword

Introduction

This report provides a snapshot of our school during 2015. It includes:

- * The priority areas outlined in the AIP for 2015 which were aligned with school, regional and national priorities and recommendations from the teaching and learning audit conducted in 2013.
- * Progress towards the goals outlined in the 2015 Annual Implementation Plan and in the Four Year Strategic Plan 2014-2017.
- * Future outlook. Supported by the teaching and learning audit recommendations, the discipline audit conducted during the reporting year, school data profile including the school opinion survey and internal school data.
- * What made our school unique in 2015.

School progress towards its goals in 2015

- * Increased percentage of students at or above National Minimal Standards in literacy and numeracy. 91.4% of students in Year 3 and 95.7% of students in Year 5 at or above NMS in Reading. 93% of students in Year 3 and 100% of students in Year 5 at or above NMS in Numeracy.
- * Increased percentage of students in the Upper Two Achievement Bands in literacy and numeracy. 19% of students in Year 3 and 8.5% of students in Year 5 are Reading in the U2Bs. 10.5% of students in Year 3 and 8.7% of students in Year 5 are in the U2Bs for Numeracy.
- * Individual Curriculum Plans for students operating outside the expected year level standards are developed and reviewed bi-annually with input from all stakeholders.
- * Improved student engagement in learning programs through Closing the Gap and Social, Emotional Well-being programs. The four year trend in enrolments has been positive and School Opinion Survey and other feedback indicate high level satisfaction with our school in the wider community.
- * Indigenous attendance has improved slightly each year since 2011. It is currently 2.8% lower than the attendance of non-Indigenous students. There is still a slight gap between Indigenous and non-Indigenous students in Year 3 for Reading and Numeracy. Indigenous students in Year 5 are achieving at a slightly higher level than non-Indigenous students in Reading, Writing and Numeracy.
- * PBL SET Audit result 98.6% effectiveness in delivering whole-school approach to behavior management processes. This is a 3.6% increase on the previous year.
- * Improvement across all recommendations made through audits. This is evidenced in all aspects of the School Opinion Survey which indicates high levels of satisfaction by staff, parents and students.

Future outlook

Improvement priority – Literacy and Numeracy

- Sharp and narrow improvement agenda – U2B numeracy, connecting identified students with identified high yield strategies, enabling higher order thinking. Target 20% in U2B by December 2016.

- Embedding Maths program led by Master Teacher and supported by Maths leaders to build capacity. Target, 3 initial CT teachers, from February 2016. Develop and maintain productive partnership with Choose Maths.
- Data-driven, research-based numeracy intervention. Use of Fly In Squad for differentiated instruction. Monitoring of practice on-going through school and teacher leaders, Master Teacher and STLaN Senior. Target 100% above NMS.
- Sharp and narrow improvement agenda –U2B Reading. Connecting identified students with identified high yield strategies, enabling higher order thinking. Target 20% in U2B by December 2016.
- Continue to embed Reading program with the introduction of Read, Write, Inc. a systematic, research-based, phonics program. Pre and post testing and data cycles to monitor progress. Target 100% above NMS by December 2016.
- Literacy learning leaders, HOC and STLaNs to continue working with teachers and teacher aides to build capacity in delivering intensive, well-balanced guided reading instruction and embedding those 20% of reading strategies that have 80% of the impact on learning. Target – every class from February 2016.
- Sharp and narrow improvement agenda – U2B writing. Connecting identified students with identified high yield strategies, enabling higher order thinking. Target 20% in U2B by December 2016.
- Develop and implement Writing Program led by HOC and STLaN and supported by QUT Action Research P-3 project. Identifying existing high impact strategies, practices identified through action research. Pre and post testing, on-going monitoring of class practices. Target 100% above NMS by December 2016.
- Professional development to build capacity of teachers to implement high yield strategies for engaging students in writing for specific purposes across a range of key learning areas. Monitoring roll out across school. Target – every class by December 2016.

Improvement Priority – Attendance

- Increased focus on building connection with parents of children who are absent from school regularly through home visits, Facebook, email and face to face meetings. Target >90% SOS parent satisfaction.
- Embedding intentional engagement and marketing strategies at an in-class and local level. Target > 95% parent satisfaction.
- Establishing a mentor system where identified students have a key person at the school with whom they spend quality time/check in each day – Rising Start. Target – fewer than 15% of students in 0-85% attendance range, from Feb 2016.
- Incentives for regular attendance for both students and parents. Negotiating support from an external source for large ticket incentive to increase commitment of parents to getting their child/ren to school each day. Target >91% attendance.
- Monitoring of data as a whole school each week on parade to reach and exceed the benchmark for attendance. Celebrating and encouraging through weekly awards and winner's cup. Target – 95%.
- Improved, flexible data collecting tools for handling unexplained absences including use of technology. Target – overall unexplained absences < 25%.

Improvement Priority – Early Childhood

- Transitioning to school. Strong focus on networking with early childhood education and care facilities and Logan Together personnel to engage parents of young children prior to school age. EY NG Target – cohesive community. Stronger transitioning program from Prep to Year 1.
- Using Abacadarian approach to early literacy to support parents to assist their children in the home and community. Hands on training through the Hub. Target – all parents involved in Hub activities.
- Professional development for key people involved in working with parents to develop early literacy capabilities of young children 0-8. Release time when required. – Target EC staff.
- Continuing activities of Community Hub to engage with parents and to provide an on-site location for services that support the health and well-being of young children and their families. Target – Mental health, speech therapist, music therapy, vision, hearing, immunization and early identification.
- Continued engagement of external providers of early literacy and numeracy programs to support children into Kindy and Prep. Ready, Read and Run. Target – on-going funding for support.
- Supporting Prep programs through the employment of additional SLP time for the Prep Start early oracy/literacy program. Monitoring impact of program on student progress. Target – all prep students.
- Continued use of Brigance testing in Term 1 in Prep to provide baseline data so students can be provided with learning programs matched to their current level of development. Target – prep students.
- Continued use of Early Start testing to provide specific data re numeracy development of Prep students. Using PLT sessions to enable provision of differentiated services.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	479	239	240	51	91%
2014	520	249	271	56	92%
2015	500	250	250	53	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.* However, our Community Hub does run playgroups for students from all cultural backgrounds and there is an on-site Kindergarten program at the school.

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Our school is situated in a district which has a significant number of families from low-socioeconomic backgrounds with our school ICSEA rating in 2015 being 894. Indigenous students comprise 11% of our student population. 50% of our students are EAL/D, drawn from over 50 different language groups, religions and 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.

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 behavior. 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 and of the global community of which they are part, before they go on to secondary schooling. Leadership and resilience programs are provided to enhance these transitions. We liaise closely with our supportive 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 relationships 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 together with the Community Hub leader and the Guidance Officer are also the key liaison people between external service providers and students and families. Where students have difficulty operating in a social context, our behavior 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 through play groups, homework center and after school clubs. School and external partners also provide parent training programs to support personal development. The P&C Association is small but active with its services to the school including a tuck shop and a uniform shop. The YMCA Breakfast program operates three days a week and is accessed by many of our students.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	25	25	21
Year 4 – Year 7 Primary	26	28	28
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	94	94	81
Long Suspensions - 6 to 20 days	8	0	0
Exclusions	0	1	2
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Whole school programs for learning which provide a cohesive, consistent framework across the school. Use of data-driven practices and research-based strategies that have proven effective in complex school communities. Implementation of school-wide behavior support and incentive programs to encourage positive behaviours, regular attendance and punctuality.

Differentiated curriculum which uses data to identify student groups for targeted literacy and numeracy programs. Use of Fly-In Squads of teachers and teacher aides to work with class teachers. Community meetings ensure that curriculum is culturally inclusive and community groups have input into reviews and operations.

Phonological awareness in the early years, vocabulary building across year levels to support the English language capabilities of our students. Provision of EAL/D programs for identified students. Use of the Thinking Skills Framework to foster students' higher order thinking skills. On-site Kindergarten program and Play Groups for younger children.

Provision of a skills-based sports program to allow students to develop the full range of skills required to participate effectively in sporting activities of their choice. Provision of a Sports Excellence program for older students who demonstrate particular talent in sporting arenas. Provision of a perceptual motor program for the early years to allow the students to develop the foundation skills that promote physical health and development.

Extension programs for higher achieving students through liaison with other primary and local secondary schools for challenge days. Instrumental music programs. One-to-one laptop program continuing to be rolled out from Year 4.

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

Special Education Unit that caters for students with disabilities in inclusive classrooms, provides lunch time activities and life skills programs for students in the unit. The unit caters for a large cross section of the school community as dictated by the Nationally Consistent Collection of Data on School Students with Disabilities (NCCDSSWD). Adjustments are made for 36% of the school population.

Extra curricula activities

Cultural activities including musical and dance performances, cultural games, celebrations including Harmony and Multicultural Days and NAIDOC Week.

Curriculum related excursions and incursions to extend students' learning experiences including the trip to Sydney, Canberra and Snowy every second year for the oldest two year levels with local camping excursions alternate years.

Participation in challenge activities with other local schools. Competitions that encourage higher order thinking, collaboration and self-expression. Club activities including gardening, sports, cooking, music and drum line, homework club.

Community Hub which provides or accesses a range of family-based activities to engage parents with young children. Play groups which operate weekly and co-operative activities with other early childhood providers including the on-site kindergarten. Breakfast program which runs three days a week.

Participation in district sporting activities for gala days. Internal sporting skills based program. Sports excellence program. Accessing external providers to promote life education and self-development programs including sporting role models, cooking, craft and reading groups.

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

Student leadership programs to develop leadership capabilities, responsibility taking and access by younger students to positive role models. Student Council members communicate with classes and specific program leaders across the school. This includes presenting reports to the P&C Association, the C&K, Prep and Hub.

Participation by older students in transition to high school programs. Secondary schools contribute to events at the school as well as having students attend events and programs at the high schools.

How Information and Communication Technologies are used to improve learning

Every classroom has an interactive board which is being used to enhance teaching and learning. The school has an above average ratio of computers to students. Laptop classes were introduced in 2013 and there were laptop classes in Year 4, 5 and 6 in 2015. Increasing use is being made of a range of ICT equipment including iPads, online programs and tools, Webinars, EdStudios. Some programs can be accessed from home. Continue to unpack and explore ACARA: Technology.

Teachers with higher level ICT knowledge and skills, mentor those who are less confident. OneSchool is used for documentation of programs and services across the school. Electronic media is used to enhance communication with the wider community including the school website, Facebook, SMS texting, electronic notice board. Printed newsletters are still made available to parents, but the newsletter is also put onto the website. Electronic parades are run by students with the support of class teachers.

The school has a computer lab, banks of laptops, desktops and iPads as well as a range of other devices. All classrooms have desktops that are used to support learning programs. The Learning Place, OneSchool and other web based networks are used regularly for accessing quality resources, recording work units, assessment and reporting requirements, strategic and action planning. Data is triangulated from a range of sources to ensure it is comprehensive and authentic.

Social Climate

The school is very supportive of its culturally diverse population with strong internal and external partnerships. EAL/D programs are provided for new arrivals who have limited or no English language skills. The Community Hub links migrant parents and children to the school community. Youth workers are part of the school services. Strong partnerships exist between the school and many external providers. Logan City Council is proactive in working with schools and other services to create better integrated services across the community. The Resilience Trust help develop the social, emotional skills and resilience of both students and adults.

As a Positive Behaviour for Learning school (PBL), we have achieved very high ratings in our annual audits undertaken by someone external to the school community. We received a very high rating for our 2015 SET audit (98.6%). Strong, supportive relationships with parents enable home and school to work together to find solutions when issues arise. There is no tolerance of discrimination or violence from anyone in the school community. Any unacceptable behavior of which the school is aware, is dealt with as quickly as possible. Parents and students are seen as part of the solution to any issues of concern.

Student attendance is celebrated with incentive days rewarding those students who attend regularly. Behaviour incentives and positive behavior awards also recognize the efforts made by students to be responsible, respectful learners who take care for the learning, health and safety of themselves and others.

Student leaders play an active role in school operations as members of the student council and school captaincy roles. They organize and facilitate daily virtual parades, weekly assemblies and special events within the school. Students also participate as peer tutors, library monitors and breakfast club helpers. The school has a very good reputation in the district. This is endorsed by visitors and casual/part-time workers who frequently comment on the supportiveness of our school community and the positive relationships that exist between groups. Our students cope well in making the transition from primary to secondary schooling. Our P&C team and the volunteers who support the team provide services in many areas and for many events.

Community groups make use of the hall and other facilities at the school. This provides additional funding and helps minimize vandalism outside of school hours. Careful budgeting of the original national partnership funding has enabled the continuation of

key positions in the school that help provide differentiated learning programs for students. This funding combined with the I4S funding will continue to support programs in 2016 and possibly beyond.

Disruption is kept to a minimum during literacy and numeracy blocks. The school is acknowledged for the quality of programs being provided for students including those with disabilities. Trained, dedicated staff support these students both in class and individually.

Parents and students feel that they are treated fairly at this school and are comfortable speaking about their concerns or suggestions with administration or other staff members. Important contacts with parents are recorded in OneSchool including concerns about behavior, safety, health. Commendations are similarly recorded in OneSchool. Written reports are provided to parents twice a year, NAPLAN reports are provided to Year 3, 5 and 7 parents once a year. Parent/teacher interviews are available throughout the year but more specifically in Terms 1 and 3. Pre-Prep parent meetings occur during Term 4.

Several communication systems operate to ensure that parents and stakeholders have access to regular advice about operations, outcomes and special events at the school. Electronic media is increasingly used for communication. Consultative committees and teams assist in the management of particular aspects of our school operations. Our Professional Learning Teams are key to ensuring that learning programs have integrity and consistency across the school.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	87%	96%
this is a good school (S2035)	94%	92%	96%
their child likes being at this school (S2001)	100%	97%	98%
their child feels safe at this school (S2002)	100%	97%	98%
their child's learning needs are being met at this school (S2003)	100%	90%	96%
their child is making good progress at this school (S2004)	100%	90%	96%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	87%	95%
teachers at this school motivate their child to learn (S2007)	97%	90%	95%
teachers at this school treat students fairly (S2008)	94%	87%	91%
they can talk to their child's teachers about their concerns (S2009)	97%	95%	96%
this school works with them to support their child's learning (S2010)	94%	87%	96%
this school takes parents' opinions seriously (S2011)	97%	81%	93%
student behaviour is well managed at this school (S2012)	97%	95%	93%
this school looks for ways to improve (S2013)	100%	95%	96%
this school is well maintained (S2014)	97%	95%	98%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	95%	98%	96%
they like being at their school (S2036)	99%	96%	97%
they feel safe at their school (S2037)	94%	93%	91%
their teachers motivate them to learn (S2038)	99%	98%	97%
their teachers expect them to do their best (S2039)	99%	98%	100%
their teachers provide them with useful feedback about their school work (S2040)	99%	98%	96%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	91%	94%	91%
they can talk to their teachers about their concerns (S2042)	94%	91%	88%
their school takes students' opinions seriously (S2043)	85%	91%	94%
student behaviour is well managed at their school (S2044)	75%	91%	86%
their school looks for ways to improve (S2045)	97%	100%	99%
their school is well maintained (S2046)	90%	100%	97%
their school gives them opportunities to do interesting things (S2047)	93%	94%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	98%	92%
they feel that their school is a safe place in which to work (S2070)	82%	98%	94%
they receive useful feedback about their work at their school (S2071)	76%	93%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	94%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	88%	98%	100%
student behaviour is well managed at their school (S2074)	76%	98%	92%
staff are well supported at their school (S2075)	80%	93%	90%
their school takes staff opinions seriously (S2076)	78%	95%	90%
their school looks for ways to improve (S2077)	98%	100%	96%
their school is well maintained (S2078)	82%	91%	86%
their school gives them opportunities to do interesting things (S2079)	84%	93%	90%

[#] '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 Community Hub links parents with services including play groups for younger children. Parents support the Hub through craft classes and our second-hand stalls. The school has partnerships with cultural groups in the wider community and they have input into programs and support the school with homework clubs, working bees, scholarships and cultural activities. Volunteer readers come to the school weekly to read to children in the lower primary classes. The school has strong links to the Logan City Council and Library to provide information, services and ideas to parents to support them to work with their children. Home reading and home use of eLearning tools is encouraged.

The school encourages parents to meet with staff regarding concerns, academic progress and ways in which they can support their child's learning at home. Parents are part of the planning for students with special needs, particularly where alternative provisions are being made. Where there are concerns about a student's progress, behavior, health or other issues, parents are asked to meet with the appropriate staff to work together for resolution that is in the best interests of all parties. Home visits, texting and various multi-media are used to ensure parents are informed and connected to school operations.

The P&C Association is a key part of school consultative groups. The members provide a range of services to the school and to the student population, including running the tuck shop, fundraising and support for sports and extra curricula activities. Local Community Liaison Officers are accessed to assist in working with parents who require support with interpretation.

Parents are engaged and supported through a variety of consultation processes, including stakeholder meetings and parent/teacher conferencing for extraordinary learning needs.

Reducing the school's environmental footprint

Students and staff are encouraged to turn off lights and fans when not in the room. Tanks have been installed and some solar energy is being produced. Increased rates for all utilities have seen a significant rise in costs for these services. Students are encouraged not to waste water and any plumbing issues are dealt with immediately. External use of the community hall has had an impact on both electricity and water usage. However, due to the diligence of staff in contributing to the reduction of our environmental impact, both electricity and water usage were reduced during 2014-2015

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	119,580	1,158
2013-2014	112,109	2,941
2014-2015	90,914	1,655

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

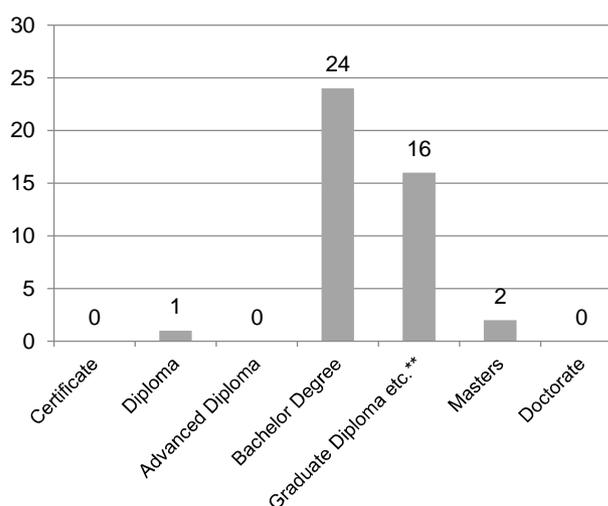
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	43	35	<5
Full-time equivalents	36	21	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.**	16
Masters	2
Doctorate	0
Total	43



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$32,797

The major professional development initiatives are as follows:

- Whole school training for mandatory procedures including Child Protection, Code of Conduct, Asbestos Training, Workplace Health & Safety including emergency procedures.
- Beginning teacher mentor program accessed by all beginning teachers to increase confidence and expertise.
- School Wide Positive Behaviour Support training, linking to Social-Emotional Learning, Resilience.
- Building capability and leadership including coach and mentor training including Master Teacher training.
- CPR & Asthma Training. Non-violent crisis intervention training. Mental Health. Auslan courses.
- Literacy workshops including Read, Write, Inc., Daily 5.CAFE, comprehension, higher order thinking skills.
- Abacadarian training for staff working in early childhood area.
- Training for staff working with students with specific disabilities including hearing impairment, autism, SLI. Targeted training for ASD and dyslexia and reading difficulties for teachers.
- Curriculum, including differentiation mentor training.
- SBMAQ State Conference to stay abreast of finance, HR and Facilities updates.
- Daily 3 Maths and Maths program rollout to improve quality of teaching (teachers and teacher aides).
- Workshops to ensure community input into strategic planning documents, future directions.
- Fortnightly two hour PLT meetings to increase cohesion and alignment across key programs.

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	94%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

Find a school

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	89%	90%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

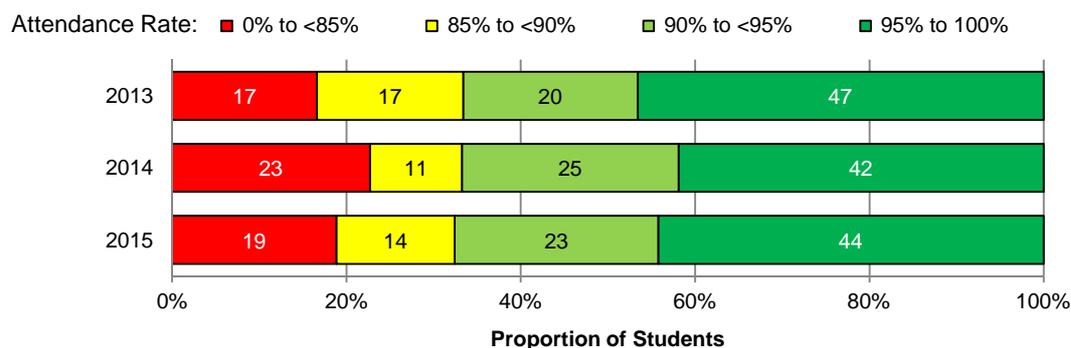
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	90%	91%	91%	95%	91%	93%	92%					
2014	91%	89%	91%	91%	93%	94%	91%	93%					
2015	91%	92%	91%	93%	93%	93%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 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 DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outlines processes for managing and recording student attendance and absenteeism.

Attendance requirements are outlined on enrolment and throughout the year at formal meetings with parents. Rolls are marked twice daily using 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. SMS is used to contact parents of absent students. Home visits occur where follow-up contact by a parent is not obtained. This is undertaken by two school officers most relevant to each particular family. In some cases a CLO or Indigenous worker may be required for communication or interpretation.

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 students who attend regularly and on time. Students with a pattern of absences are closely monitored and steps taken to encourage attendance. The school celebrates attendance weekly at assemblies through a challenge system where the top two classes for attendance have the care of two large gold goblets which they retain until the following assembly. This has created high level interest in class attendance and teachers urge their students to attend to win the right to the trophy.

Class teachers and administrators maintain links with families through various communication systems. Clear signage around the school and communication updates, assist in getting the message about regular attendance across to the school community.

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

The form consists of the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.