

Clermont State School



ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

| | |
|-----------------------|--|
| Postal address | PO Box 517 Clermont 4721 |
| Phone | (07) 4983 4222 |
| Fax | (07) 4983 4200 |
| Email | principal@clermontss.eq.edu.au |
| Webpages | Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website. |
| Contact person | Principal: Mrs Anne Robinson |

From the Principal

School overview

Clermont State School is a Prep to Year 6 school, situated in Queensland's Central Highlands. Our mission, 'Preparing students to be confident individuals in a changing society' together with our Positive Behaviour For Learning expectations of, 'Be Responsible, Be Respectful, Be Safe and Be a Learner' underpin school programs and operations. Curriculum programs focus on the Australian Curriculum and are organised under the eight learning areas of English, Mathematics, Science, Humanities and Social Sciences (HaSS), Health and Physical Education, The Arts, Technologies- Digital and Design and Languages Other Than English (LOTE) -Japanese.

Distinctive features of our curriculum include a whole-school approach to the integration of information and communication technologies, use of digital technologies and eLearning in all class programs, early intervention/support programs, instrumental music program as well as a range of arts and sporting opportunities.

Clermont State School prides itself on being an inclusive school that caters for the diverse needs of all students in our local community including a range of socio-economic advantage, cultures, religions and students with disabilities and learning difficulties.

Teachers' commitment to the personal, all-round development of their students is evident through a high level of involvement in a variety of activities and programs. The school is an active part of our local rural community, participating in local events and competitions. The value of parents' role in education is well recognised at Clermont State School. Parents are encouraged to become actively involved in the school, both in the classrooms and through our small but active Parents and Citizens Association.

Introduction

2018 completed the first half of the four year strategic plan which was developed following the Quadrennial School Review in 2016. The 2017-2020 strategic plan was developed under the following headings:

- curriculum
- differentiation through data driven decision making
- teacher pedagogy and capability
- inclusion and wellbeing
- engagement

The table below outlines some of the key improvement strategies and targets from the 2018 Annual Implementation Plan and the progress that made around these strategies during the year.

School progress towards its goals in 2018

| Targets | 2018 Improvement Strategies | Progress |
|---|---|---|
| Improvement Priority: Curriculum | | |
| *To increase the % of students achieving NMS and U2B in NAPLAN Reading testing in Yr 3 and Yr 5 *To improve the reading accuracy, fluency and comprehension levels of students in Prep-Yr 2 using the F&P system to monitor reading progress and behaviours. | To improve student learning outcomes in Reading | This year we commenced implementation of the Fountas and Pinnell Benchmark Assessment System as a consistent whole school reading monitoring program. We also implemented whole school reading groups 4 mornings per week staffed by teachers and support staff to ensure each student has an opportunity to apply the reading and comprehension strategies to text at their ability level. We also developed a whole school reading framework to ensure consistent, whole of school understandings and consistent practice around the teaching of reading. |

| | | |
|--|--|---|
| | | We also provided opportunities to attend professional development around assessment and monitoring of student reading behaviours and using this information to inform teaching, as well as determining the literacy demands of the Australian Curriculum to apply this work across all learning areas. |
| Improvement Priority: Teacher Capability and Pedagogy | | |
| <p>*To improve teacher pedagogy and effectiveness in the classroom resulting in improved student learning outcomes in Reading.</p> <p>*To ensure Teachers are using data effectively to inform teaching decisions.</p> | To continue to develop staff capability around highly effective pedagogical practices aligned with the school's Pedagogical Framework. | <p>This year we continued to implement cycles of coaching and feedback focussed around the teaching of reading.</p> <p>Our beginning teachers were mentored to improve their performance and effectiveness, with a trained Beginning Teacher Mentor.</p> <p>We continued to refine the Peer-to-Peer Observation and Explicit Instruction Observation processes to ensure all teachers are receiving productive feedback.</p> |
| | To continue to develop Instructional Leadership capacity within the school and provide opportunity and support to Teacher Leaders. | <p>Our sector leaders attended the Leadership Lounge to enable them to support their teams and work as effective members of the leadership team.</p> <p>All members of the leadership team participated in professional development to continue to develop their instructional leadership skills.</p> <p>The school was restructured to enable the sectors to work as professional learning communities to enable sharing of professional practice to build teacher capability.</p> |
| | To use data-driven decisions to address the learning needs of all students through differentiated teaching and learning. | <p>This year we focussed on ensuring consistent school wide practices around the collection, analysis and utilisation of data to inform differentiation to cater our diverse learning needs.</p> <p>We provided professional development to teachers to improve their data literacy skills.</p> <p>We created a whole school data wall around F and P data to put 'faces on the data' to track and monitor student reading progress.</p> <p>We commenced implementation of case management processes within sector team meetings to improve shared ownership of student progress.</p> |
| Improvement Priority: Engagement | | |
| *To improve student behaviour and engagement data across the school. | Continue to celebrate and build on the high standards of student behaviour across the school to maintain high levels of engagement and academic achievement. | We finalised the review of our Responsible Behaviour Plan for Students to include Positive Behaviour for Learning (PBL) and we launched the new RBPS to the school community. |

| | | |
|--|--|--|
| | | <p>We continued to provide professional development and coaching of staff around the new RBPS processes, PBL and the Essential Skills for Classroom Management.</p> <p>We continued to train ESCM profilers including two Advanced Profilers to analyse our whole school ESCM data.</p> <p>We continued to offer staff the opportunity to be profiled each term with follow-up coaching and support offered by the Advanced Profilers and PBL Coach.</p> |
|--|--|--|

Future Outlook

Our improvement agenda for 2019 continues to focus on teacher pedagogy in Reading. Our focus for 2019 will move towards refining teaching practice around reading and particularly the guided reading lessons to ensure the time spent each day is as effective as possible. We will continue to work on moving from 'School A' to 'School B' where our teaching of reading is embedded in all learning areas of the Australian Curriculum. To do this we will focus our professional development around unpacking the literacy demands of the Australian Curriculum and looking for opportunities where teachers can continue to build on the good teaching of reading happening in the stand-alone reading groups. In addition to this we will focus on:

- continuing to embed the school's Reading Framework and to ensure consistent whole of school practices are implemented across the school
- continuing to implement streamed reading groups across each sector 4 mornings per week
- continuing to refine the use of the Fountas and Pinnell Benchmark Assessment system to monitor all of our students reading achievements consistently process across the school
- continuing to refine the Data Wall and Case Management processes to ensure we are tracking and monitoring our students and also using the collective collegial capacity of each teaching team to case manage students at risk
- continuing to reorganise and supplement our guided, home and digital reading resources into a reading resource room
- continuing to develop Instructional Leadership capacity within the school and provide opportunity and support to Teacher leaders.
- continuing to use data-driven decisions to address the learning needs of all students through differentiated teaching and learning.
- continuing to celebrate and build on the high standards of student behaviour across the school to maintain high levels of engagement and academic achievement.
- continuing to develop staff capability around highly effective pedagogical practices aligned with the school's Pedagogical Framework.
- To continue to develop the school's inclusive mindset and to develop an inclusion framework for the school
- To continue to focus on student and staff wellbeing and to develop a wellbeing framework for the school.

Our school at a glance

School profile

| | |
|------------------------------------|--------------------|
| Coeducational or single sex | Coeducational |
| Independent public school | No |
| Year levels offered in 2018 | Prep Year - Year 6 |

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total | 244 | 237 | 237 |
| Girls | 115 | 121 | 111 |
| Boys | 129 | 116 | 126 |
| Indigenous | 17 | 11 | 12 |
| Enrolment continuity (Feb. – Nov.) | 88% | 93% | 88% |

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

Clermont being a rural community, most families are either from the mining or farming sectors and as such there is a broad range of socio-economic circumstances. 7% of our students are from Aboriginal or Torres Strait Islander backgrounds and 5% of our students have verified disabilities.

Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3 | 21 | 21 | 21 |
| Year 4 – Year 6 | 25 | 27 | 23 |
| 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

The school has a documented whole-school curriculum plan, which provides direction and sequence for curriculum, teaching and learning across the years of schooling. Curriculum programs are based on the Australian Curriculum in all learning areas where a combination of the year level and multi-level C2C units are used as a resource, where available. Our focus is to ensure consistency of practice with curriculum planning, pedagogy and assessment and

rely on planning release sessions with the Head of Curriculum, coaching sessions with school leaders and follow up planning and sharing sessions at sector meetings to support this.

Specialist lessons were provided in Health and Physical Education, The Arts and Languages Other Than English (Japanese). An Instrumental Music Program offers instruction to students from Years 4, 5 & 6 in woodwind, brass and percussion.

We cater for the individual needs of our students through a range of intervention/support and extension programs including Impact Online and a range of academic competitions including Readers Cup, the Central Highlands Maths Tournament and the First Lego League CQ Regional Robotics Competition.

Co-curricular activities

We have a range of co-curricular activities on offer to the students of Clermont State School and those activities include:

- Band and Choir including school performances and competitions
- Clermont Idol
- Speech and Drama groups entered into the Emerald Eisteddfod
- Participation in visiting Arts Councils and programs
- Sports Days and a range Representative Sporting opportunities and competitions
- Readers Cup, Maths Tournament and First Lego League

We also participate in a range of community events such as the Australia Day parade, Anzac Day, Gold and Coal Festival, Clermont Show and we had a staff member and a student participate in the Commonwealth Games Torch Relay as it came through Clermont. We offer a range of other P&C and fundraising initiatives such as Mother's Day and Father's Day stalls, School Discos, Movie Nights, Graduation ceremony and Awards Day.

How information and communication technologies are used to assist learning

Distinctive features of our curriculum include a whole-school approach to the effective integration of information and communication technologies, use of digital technologies and eLearning in all class programs. We have Interactive Whiteboards in all classrooms as well as a pod of desktop computers and trollies of wireless laptops for borrowing. We have invested in a range of robotics devices and peripherals including bee bots, robotic mice, m-bots, EV3 lego robotics and probots to support teaching and learning of the Australian Curriculum- Digital and Design Technologies curriculum. We have a Digital Learning Hub with 30 interactive desktop computers and an interactive teaching panel. We have fully implemented the Digital and Design Technologies Australian Curriculum by preparing our infrastructure, resources and digital pedagogy and were selected as a Qld Tech School in 2018 with a Tech Ambassador on staff to support our growth of the digital pedagogies. We have invested in a range of online learning programs and subscriptions such as Reading Eggs and Reading Express, Mathletics, Maths Seeds, Soundwaves Online, Typing Tournament, Sunshine Online and the Learning Curve.

Social climate

Overview

Clermont State School has a strong focus on providing rigorous and engaging learning environments where all students are catered for. We ensure each teacher pedagogy and classroom management provides a positive and rewarding environment that allows each and every student the ability to achieve to the best of their abilities.

We operate the Learning Curve Wellbeing program as a school wide focus each week to build an inclusive learning community where all children can learn to their potential because there are strong and transparent learning partnerships nurtured within the school. This is achieved through cultivation of reflection, resourcefulness and resilience as personal attributes of each student.

Clermont State School has a positive rewards program as part of the school's 'Responsible Behaviour Plan for Students' which culminates in weekly Fun Friday activities and semester Rewards Days for those students exhibiting Green, Blue or Purple Behaviour on our school Behaviour Colours Framework.

We have a zero tolerance to bullying and physical violence. We use the High 5 approach to empower our students to deal with incidents in the playground. We also use other strategies such as Mindfulness and the Zones of Regulation to assist students in regulating themselves. We annually support the Bullying No Way Day and provide regular entertaining anti-bullying performances at school. We joined with Clermont State High School to subscribe to the Stymie bullying reporting program and provided our students and staff with some professional development around the use of this program.

The Chaplaincy Program continued to grow in 2018 as were able to provide a Chaplaincy service 3 days per week to support our school community. Our Chaplains introduced a range of programs including the Chappy Breakfast and weekly craft programs. Our Chaplains, also operate a non-perishable lunch box service for students who forget their lunch or need that little bit extra. Our Chaplains are well support by the Local Chaplaincy Committee who conducted the Clermont to Capella Horse ride as a major fundraiser in 2018.

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% | 86% | 74% |
| • this is a good school (S2035) | 100% | 86% | 79% |
| • their child likes being at this school* (S2001) | 100% | 86% | 85% |
| • their child feels safe at this school* (S2002) | 100% | 90% | 85% |
| • their child's learning needs are being met at this school* (S2003) | 100% | 79% | 65% |
| • their child is making good progress at this school* (S2004) | 100% | 76% | 65% |
| • teachers at this school expect their child to do his or her best* (S2005) | 100% | 93% | 91% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 83% | 79% |
| • teachers at this school motivate their child to learn* (S2007) | 94% | 83% | 85% |
| • teachers at this school treat students fairly* (S2008) | 100% | 83% | 85% |
| • they can talk to their child's teachers about their concerns* (S2009) | 100% | 86% | 91% |
| • this school works with them to support their child's learning* (S2010) | 88% | 85% | 82% |
| • this school takes parents' opinions seriously* (S2011) | 75% | 81% | 59% |
| • student behaviour is well managed at this school* (S2012) | 88% | 72% | 58% |
| • this school looks for ways to improve* (S2013) | 94% | 83% | 68% |
| • this school is well maintained* (S2014) | 81% | 55% | 53% |

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048) | 98% | 95% | 81% |
| • they like being at their school* (S2036) | 95% | 88% | 81% |
| • they feel safe at their school* (S2037) | 93% | 91% | 93% |
| • their teachers motivate them to learn* (S2038) | 100% | 93% | 90% |
| • their teachers expect them to do their best* (S2039) | 100% | 97% | 98% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 97% | 95% | 90% |
| • teachers treat students fairly at their school* (S2041) | 95% | 88% | 81% |
| • they can talk to their teachers about their concerns* (S2042) | 95% | 88% | 86% |
| • their school takes students' opinions seriously* (S2043) | 95% | 85% | 79% |
| • student behaviour is well managed at their school* (S2044) | 95% | 84% | 83% |

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • their school looks for ways to improve* (S2045) | 98% | 93% | 88% |
| • their school is well maintained* (S2046) | 98% | 89% | 90% |
| • their school gives them opportunities to do interesting things* (S2047) | 97% | 95% | 80% |

* 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% | 89% | 85% |
| • they feel that their school is a safe place in which to work (S2070) | 86% | 95% | 62% |
| • they receive useful feedback about their work at their school (S2071) | 71% | 95% | 38% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 83% |
| • students are encouraged to do their best at their school (S2072) | 100% | 100% | 85% |
| • students are treated fairly at their school (S2073) | 79% | 100% | 92% |
| • student behaviour is well managed at their school (S2074) | 93% | 89% | 69% |
| • staff are well supported at their school (S2075) | 64% | 79% | 46% |
| • their school takes staff opinions seriously (S2076) | 54% | 74% | 38% |
| • their school looks for ways to improve (S2077) | 92% | 95% | 62% |
| • their school is well maintained (S2078) | 50% | 79% | 31% |
| • their school gives them opportunities to do interesting things (S2079) | 83% | 79% | 38% |

* 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

At Clermont State School we use the Community Engagement Framework as the guiding tool to promote staff and community engagement. We are currently developing our own Community Engagement Framework specific to our school in our community to ensure students, parents and the greater community are working together to ensure the needs of every child at Clermont State are addressed. Parents are invited to our weekly assemblies, special events and to be part of classroom activities. Teachers have an open door policy and encourage parents to drop in for a quick chat before or after class. Most teachers communicate regularly with their parents by way of email or messaging. Each term we provide a term overview of the learning to be undertaken that term and these are provide to families and displayed on our website to keep parents informed. They are invited to be part of the P&C association and to assist at the school through events such as Tuckshop and working bees. Parent Teacher Meetings and other formal and informal meetings are held each semester to ensure parents are well informed of their children's progress in between written progress reports given at the end of each semester. Parent forums and Information sessions are held throughout the year to help parents feel part of the educational process. These sessions help to give parents the skills required to assist their children both at home and when helping out in the classroom.

Respectful relationships programs

Our school has developed and implemented programs as part of our whole school curriculum plan that focus on appropriate, respectful, equitable and respectful relationships as part of our Health and Physical Education program. Aligned to the Australian Curriculum, the C2C units of work in Health, are used to ensure that both the Daniel Morcombe curriculum and the Respectful Relationships curriculum materials are covered across the school each year.

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 | 6 | 10 | 15 |
| Long suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 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

Staff are encouraged to reduce our environmental footprint by turning of lights, fans and air conditioners when not in the room and by not using air conditioners in Winter. Some year levels have been studying sustainability in units of work and have advised the Student Council on a range of initiatives such as paper recycling and water saving opportunities they would like to see implemented. In 2018 we continued to offer a Garden Club at break times supervised by a Teacher Aide and the School's Officer. The Garden Club undertook some garden projects around the school and commenced some edible gardens with plans to continuing expanding this in the future as part of the Stephanie Alexander Kitchen Garden project.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 25,267 | 37,805 | |
| Water (kL) | | 13 | 9,257 |

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

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

[View School Profile](#)

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

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts | 19 | 13 | <5 |
| Full-time equivalents | 18 | 9 | <5 |

*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.* | 0 |
| Bachelor degree | 18 |
| Diploma | 0 |
| Certificate | 0 |

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$65 000 from the following cost centres:

\$30000- Professional Development; \$14000- Planned Teacher Release; \$21000- Beginning Teacher Mentoring.

The major professional development initiatives are as follows:

- Beginning Teacher Mentoring and Professional Development

- Teaching of Reading
- Primary Connections Science
- Australian Curriculum
- ESCM, Classroom Profiling and Advanced Classroom Profiling
- Pedagogical Coaching
- Explicit Instruction
- Inclusion including Autism and NCCD collection
- Leadership Lounge, Neuro Leadership and other Leadership Professional Development
- Digital Technologies
- Teacher release for 'Peer to Peer' observations, Reading Assessments and Planning Sessions

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2016 | 2017 | 2018 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 97% | 97% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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 | 92% | 91% | 91% |
| Attendance rate for Indigenous** students at this school | 88% | 87% | 86% |

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

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

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

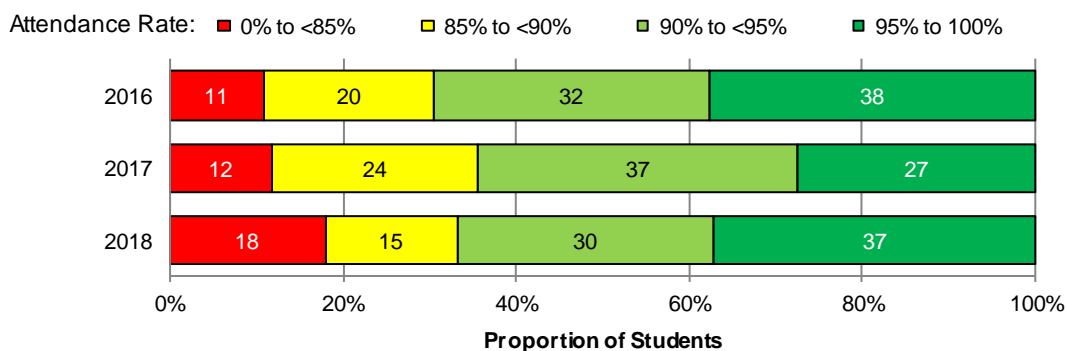
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Prep | 91% | 93% | 91% |
| Year 1 | 91% | 89% | 93% |
| Year 2 | 92% | 91% | 92% |
| Year 3 | 91% | 90% | 91% |
| Year 4 | 94% | 91% | 88% |
| Year 5 | 91% | 92% | 90% |
| Year 6 | 95% | 91% | 91% |

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.

Description of how non-attendance is managed by the school

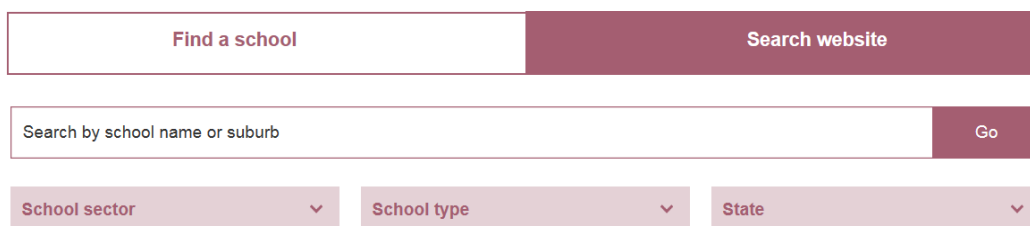
- Marking the rolls twice per day at the beginning of the day and again at the beginning of the final session.
- Sending SMS messages to parents of students who are absent through use of Infoways.
- If a student has been away for 3 consecutive days without explanation the classroom teacher follows up with the family as to why the student is away and records this contact in One School. If there are further absences or patterns of attendance that are concerning the classroom teacher informs the Principal who makes contact with the family to set up a meeting to discuss the issue concerning the student's attendance. If there is a continuation of non-attendance then this is managed in line with DET policies, SMS-PR-029 and SMS-PR-036
- Reminder letters are sent home to families each term whose attendance rate is a concern.
- If a student is absent this is to be explained by a note, phone call or email to the office or teacher.
- Student attendance is constantly monitored and celebrated in newsletters and on parade, to ensure a continued focus on "Everyday Counts".
- Each week on parade our class of the week is focused on behaviour or attendance.
- Individual case management by the Leadership team of students whose attendance rate is below 85%

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.