Gordonvale State School
Queensland State School Reporting
2015 School Annual Report

Postal address	PO Box 103 Gordonvale 4865
Phone	(07) 4043 3666
Fax	(07) 4043 3600
Email	principal@gordonvass.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	Mr Lloyd Perkins, Principal

Principal's foreword

Introduction

Gordonvale State School is committed to our school vision which is focussed on creating active and informed citizens for the 21st century. Our vision identifies five key areas for building the citizenship skills of our students. These areas are Positive Identity and Relationships; Thinking, Reasoning and Communicating; Creativity; Citizenship and Democratic Processes and Sustainability.

These fundamental principles and values are encapsulated in the Five Citizens Roles: Healthy Citizen; Creative Citizen; Eco Citizen; Informed Citizen and Democratic Citizen. In order to achieve our vision we are growing a culture based upon a positive caring environment; high standards of work, behaviour and uniform; innovative and individualised learning pathways and high levels of student support.

The 2015 School Annual Report highlights important measures of school improvement and includes comment to qualify performance data. The common measures applied in this report match the Department of Education's Strategic Plan and are consistent with that reported in all state schools. Student NAPLAN results and school Financial information are located at the Australian Curriculum and Reporting Authority's (ACARA) Website, MySchool. If you read this report electronically, click on the highlighted links to quickly access MySchool.

I trust you will find reading about our school's progress towards it's improvement goals and reviewing the results detailed in this Annual report both informative and enjoyable. We are proud of what we are achieving at Gordonvale State School.

School progress towards its goals in 2015

The Annual Implementation Plan concentrated effort in 3 areas of work.

- Improving teaching
- Refining and embedding data based decision making
- Connecting parents and caregivers with their children's learning

Improving teaching

Four strategies were further developed in 2015 to improve the quality of teaching in our school.

    a. Explicit teaching practices in all classrooms
    b. The teaching of reading, writing, numeracy and science
    c. Implementing Australian Curriculum subjects

During 2015 a significant piece of improvement work at Gordonvale State School has been the continued refinement of the Explicit Teaching and Consolidation pedagogies. This consistent pedagogical platform across the school is a key strategy for improving learning outcomes for students and is described in our Pedagogical Framework. By the end of 2015 all teachers had implemented these pedagogies in their classrooms in English and Mathematics. All teachers had access to published models for both pedagogies including standards of practice, as part of the published Pedagogical Framework. All teachers had participated in professional development to understand the framework and how it is implemented.

Staff turnover, changes of year level taught and a commitment to high quality teaching prompted our focus for the 2016 Annual Implementation Plan to continue this strategy as significant work.

School programs continued to focus on the systematic teaching of Reading, Writing, Numeracy and Science. In Prep – Year 3, teachers implemented a structured program of instruction that was supported with skilled teachers aides and additional teachers. A greater focus on practicing reading complemented the skills teaching focus of the program. Reach the Peak, a literacy skill recovery program, was delivered each term to students whose performance was below benchmark.

The Great Results Guarantee provided resources enabling the establishment of the OLEY (Oral Language Early Years) and the complemenatry POLLEY intervention program in the Prep year. The programs successfully increased children's skills and will run again in 2016.

All teachers refined and embedded the C2C curriculum and foundation learning programs. All teachers implemented the Australian English, Mathematics, Science and History curriculum via these resources. The C2C is derived from the Australian Curriculum. We continued to deliver foundational learning programs – Spelling Mastery, EMMS and JEMMS. These programs support learning at appropriate Australian Curriculum levels. Teachers were supported in this work by the Head of Curriculum.

The teaching of English, Mathematics and Science continue to be our core business and as such are a focus for continuous improvement. The 2016 AIP includes specific work in Numeracy, lead by the Master Teacher, maintenance of a focus on a skills based approach to teaching reading and professional development for teachers and teachers aides to support this.

All teachers were visited and formally observed at least 4 times in the year, some more often. All teachers received written feedback about their work from supervisors. Selected teachers participated in the regional Explicit Teaching Coaching program. We also continued a peer coaching program within the school.

Developing the skills and knowledge of our teachers is an investment in improving student learning outcomes. The Coaching process is proven to yield quality results and supervision is critical to ensure programs and practices are in place. This strategy continues in 2016, underpinning much of the work within the AIP.

Refining and embedding data based decision making

    a. Using data to set school benchmarks, targets and short term individual student goals
    b. Measuring and monitoring school and student improvement

Throughout 2015, teachers used student learning data to inform learning programs and to compile written reports on student progress twice in the year. In prep – year 2, key literacy indicators : phonic knowledge, sight words recognition, reading level, were checked and reviewed weekly. Reach the Peak measured student learning at commencement, the fifth week and the final (10th) week of the program. This information was reported to parents at each stage. Student learning data was also collected through schoolwide systems. This data assisted decision making regarding literacy and numeracy programs across the school. All students new to the school were benchmarked for spelling performance to influence Spelling mastery group placement.

NAPLAN results were reviewed to inform the 2016 AIP. A comprehensive review of the reading program as part of the school's Internal review, drew on student learning data to form conclusions and make recommendations for 2016.

Connecting parents and caregivers with their children's learning

Teachers met all reporting requirements. The use of the P&C Facebook page and School App for advertising of events increased. The electronic distribution of the newsletter "SCHOME" occurred fortnightly throughout the year. The Principal met weekly with the P&C president and attended all P&C meetings, delivering a written report and account of the school's financial position by providing the Budget Overview Report.

Weekly meetings in semester 1 with the Parents and Community Engagement team supported the attendance system. We located the Gordonvale Early Years Centre team in our school for 2015 and encoruafged parents to connect with them. The Benevolent Society funded team participated in our weekly student support eam meetings as a strategy to get to know our community. We continued our attendance strategies,100% club and weekly attendance awards as well as ensuring compliance with the attendance policy.

We ran 3 Learning Walks with parents to introduce participants to what learning looks like in our classrooms and increased our efforts build a transition from kindy to Prep. We included kindys in our annual athletics carnival, visited the facilities and invited parents in for open days and information evenings.

In 2016 we'll continue this important strategy and our partnership with Dr George Otero to build relational learning and relational leadership principles into our practice. With an Early Years Centre on site, 2016 will see an opportunity to focus on building practices and strategies that further support transition.

Future outlook

While the Annual Implementation Plan for 2016 identifes work in each of the 8 domains fo the National School Improvement Tool, the 2016 explicit Improvement Agenda concentrates effort into just 2 domains

- Developing a Culture that Supports Learning
- Developing the Analysis and Discussion of Data

Our **strategies** for improvement in 2016 …

Improvement measures – where we'll look to measure outcomes.

Developing a Culture that Supports Learning

Build mutually respectful relationships across the school community, characterised by caring, polite and inclusive interactions, where parents and families are integral members of the school community and recognised as partners in student learning.

- School Opinion Survey, Key performance measures
- Participation of parents in decision making and consultation.
- Range and frequency of

Build and maintain the cultural competence of staff to understand and appreciate the varying cultural backgrounds of students.

Develop a multi-modal communication strategy that promotes and maintains the school's expectations that all students will learn successfully.

Implement the Positive Behaviour for Learning system consistently across the school.

- feedback sought from the school community.
- Currency, accuracy and range of information available in the community
- Teaching time lost to disruption
- Students receiving C or better for Behaviour on their semester report card

Developing the Analysis and Discussion of Data

Develop the systematic approach to the use of assessment tools to monitor school-wide achievement and progress in areas of national focus such as literacy, numeracy, science and levels of student resilience, wellbeing, and social and emotional development.

Strengthen school-wide data collection and analysis systems by including summarising, displaying and communicating data, including to parents and the school community.

Develop processes for regularly gathering input and feedback from students and parents.

Integrate into the responsibilities of school leaders, collaborating with their teams to review achievement data relating to their areas.

- Prevalence of Individual Curriculum Plans for students significantly behind curriculum expectations.
- Clarity and degree o which the school assessment plan supports learning.
- Key student learning data sets – Report card grades, Literacy and Numeracy, NAPLAN,
- Annual Performance Planning
- School opinion survey

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	608	290	318	184	92%
2014	603	286	317	188	90%
2015	621	291	330	192	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.*

*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:

The student body is a mixture of local children whose families have attended the school for several generations, and children who have recently settled in the town due to housing developments on the western side of the Bruce Highway. In 2015 the school catered for students from across the Mulgrave District including the Yarrabah Aboriginal Community, Aloomba, Goldsborough Valley, Little Mulgrave Valley, East Trinity, Edmonton, Bentley Park and White Rock.

An enrolment management plan was enacted in late 2014, restricting 2015 enrolment eligibility to those within the catchment. Over time this will all but eliminate Hambledon, Bentley Park, Whiterock as significant contributors to enrolment. The majority of students are Caucasian and 30% of students are Indigenous. The school caters for an increasing number of students with special needs and they are included into mainstream classes. Most students attend Gordonvale State High School for secondary schooling.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	21	23
Year 4 – Year 7 Primary	27	26	26
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	30	64	69
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
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

We offer a Literacy catch up program to our students in Prep to year 3. Reach the Peak is run in 10 week blocks, 4 afternoons a week. Parents are offered and must agree to placement of their child in the program. Personalised learning plans are created for each student and published for parents. They are monitored and reported on 3 times over the course of the program. Support a Reader and Support Writer programs boost children still in the emergent phases in year 1 and 2 and engage parents similarly.

Extra curricula activities

Student Leadership - Gordonvale State School has a strong and vibrant school leadership structure. School Captains are elected by Years 4-5 students at the end of the year after candidates have been short listed following an interview with school leaders. The school is represented by School Captains, House Captains and Vice Captains.

Excelsior Program: The Whole Community Approach to Sustainability - Our Excelsior Program is a curriculum initiative that provides the opportunity for students in Years 4 – 6 who are working at a very high academic level to be further extended and challenged. These students also display excellent behaviour and work ethic in the classroom. Embedded in the Key Learning Areas the underlying concept of the Excelsior Program is sustainability, with students working across the four areas of energy, waste, water and biodiversity.

Junior Landcare- In partnership with Mulgrave Landcare, this program is centred on the permaculture garden and is a very popular choice for Junior students. Students learn about sustainability through permaculture and the food generated is used in the school tuckshop.

Sport - Gordonvale is part of the Mulgrave District Sports area. Through Mulgrave Sport students participate in Gala Days and teams representing Mulgrave at Peninsula trials. Gordonvale State School has a strong sporting tradition and has produced many students who have represented Peninsula region and Queensland.

How Information and Communication Technologies are used to improve learning

The Smart Classrooms strategy outlines the integration of information communication technology with teaching and learning. All Prep to year 6 classrooms are fitted with an interactive whiteboard connected to the school network. All students interact with lesson material via these devices.

Teachers P-6 use resources available in the computer labs or classrooms to engage individuals in completing individualised drill and practice, research, creative tasks and publishing. All students have access to 24/7 online learning and practice through ABC Reading Eggs, Mathletics, and Study Ladder.

Social Climate

Gordonvale State School is developing a culture based upon a positive caring environment, high expectations for teaching and learning, and behaviour, innovative and individual learning pathways and high levels of student support.

The Responsible Behaviour Plan for Students establishes the direction of our work in creating a safe supportive environment, conducive to learning. We enact this using The School Wide Positive Behaviour System, which in 2015 was in it's the fourth year of implementation. The system comprises 6 key features including teaching expectations, encouraging positive behaviour and responding to undesirable behaviour.

To teach expectations, teachers use an extensive library of lessons including video, to make clear what is expected, how to do this and what it looks and sounds like. During 2015 lessons were revised and new ones created to meet the needs of students. Teaching expectations targeted every child in 2015.

To encourage expected behaviour we continued to use a free and frequent reward system to acknowledge positive behaviour. "Gotchas" were collected and added to Gotcha Cards by student during class and play time and the completed card traded in for simple rewards. Once a term a random draw from all the traded cards provides a major prize for a child in prep – year 3 and a child in year 4-6. Every child participated in the Gotcha system in 2015. The established AA, AAA and Bronze, Silver, Gold award system also recognised students across the year levels who'd demonstrated outstanding and consistent behaviour each semester.

Queensland
Government

Discouraging undesirable behaviour focuses on identification of the purpose of the behaviour, correction - reteaching for more a desirable behaviour alternative, restitution and where required, disciplinary consequences. Many students participated in correction for minor breaches of our code of conduct. For example, talking too often in class or being tardy. A small number of students were engaged in more serious correction, restitution and disciplinary consequences for major breeches of the code, for example fighting or behaving grossly disrespectfully.

Pastoral care programs featured strongly in 2015 with the Student Support Team monitoring individual student cases. The Benevolent Society located a team of Early Years staff in our school in 2015 to support families of children under 8.

We continued to offer a school Chaplaincy program 2 days a week and included 10 boys in the SU Connect outdoor adventure based counselling program. The Boost Academy partnership with us to deliver a breakfast club one day a week. They also delivered the "HolyOak, Drumbeat program to 10 boys in our school, culminating in a performance for the whole school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	94%	95%	94%
this is a good school (S2035)	94%	95%	89%
their child likes being at this school (S2001)	94%	95%	94%
their child feels safe at this school (S2002)	91%	100%	94%
their child's learning needs are being met at this school (S2003)	81%	100%	94%
their child is making good progress at this school (S2004)	78%	95%	94%
teachers at this school expect their child to do his or her best (S2005)	97%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	81%	100%	100%
teachers at this school motivate their child to learn (S2007)	81%	95%	94%
teachers at this school treat students fairly (S2008)	91%	90%	89%
they can talk to their child's teachers about their concerns (S2009)	94%	100%	94%
this school works with them to support their child's learning (S2010)	91%	95%	89%
this school takes parents' opinions seriously (S2011)	90%	90%	89%
student behaviour is well managed at this school (S2012)	84%	86%	89%
this school looks for ways to improve (S2013)	94%	100%	94%
this school is well maintained (S2014)	84%	76%	100%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	96%	97%
they like being at their school (S2036)	95%	96%	90%
they feel safe at their school (S2037)	87%	96%	77%
their teachers motivate them to learn (S2038)	98%	99%	81%
their teachers expect them to do their best (S2039)	98%	99%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers provide them with useful feedback about their school work (S2040)	95%	96%	90%
teachers treat students fairly at their school (S2041)	95%	91%	93%
they can talk to their teachers about their concerns (S2042)	87%	91%	90%
their school takes students' opinions seriously (S2043)	84%	85%	83%
student behaviour is well managed at their school (S2044)	82%	83%	68%
their school looks for ways to improve (S2045)	96%	99%	93%
their school is well maintained (S2046)	92%	95%	81%
their school gives them opportunities to do interesting things (S2047)	94%	91%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	100%	85%
they feel that their school is a safe place in which to work (S2070)	98%	100%	90%
they receive useful feedback about their work at their school (S2071)	92%	86%	71%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	86%	77%
students are encouraged to do their best at their school (S2072)	98%	97%	95%
students are treated fairly at their school (S2073)	97%	94%	89%
student behaviour is well managed at their school (S2074)	95%	86%	79%
staff are well supported at their school (S2075)	90%	86%	75%
their school takes staff opinions seriously (S2076)	90%	91%	83%
their school looks for ways to improve (S2077)	97%	100%	97%
their school is well maintained (S2078)	95%	89%	85%
their school gives them opportunities to do interesting things (S2079)	90%	94%	85%

# '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

Gordonvale State School has a strong tradition of parental support for the school. The Parents and Citizens Association meets on the third Wedesday of each month. The Principal and President meet every Wednesday morning to share information and monitor project progress. In 2015 the P&C raised considerable funds for the school via the Tuckshop, Stalls, and fundraising events.

Many parents volunteer for sporting, academic and social events or programs. Parents are valued volunteers in our reading programs, camps, excursions, sporting events and instrumental music. The Excelsior Program matches students with mentors (often parents) as students work in projects that concentrate on aspects of Environmental Sustainability. Excelsior has formally partnered with two parents through the Scientists in Schools program.

At the beginning of each semester parents are encouraged to attend cohort parent information sessions that outline what is to be studied during the course of the semester. Parents attend end of semester presentations as well as musical and choir events. Formal Parent/Teacher Interviews are held twice a year; however parents are encouraged to make appointments to see teachers during the school year.

In partnership with Hambledon House, throughout 2015 a playgroup continued to operate out of the Prep area on Tuesday mornings.

Our school enjoys the support of community organisations whose charter is to engage parents with their children's education. PACE (Parent and Community Engagement) officers funded through the Cairns Early Years Centre and a Circles of Care program coordinator funded by Mission Australia work in the school each week.

We consult parents of students who are signbificantly behing the curriculum expectation for the age cohort and develop and Individual Curriculum Plan. Parents sign off in agreement that their son or daughter will be working at a level other than the age cohort level and their assemement and report card grade will reflect this.

Reducing the school's environmental footprint

To reduce water usage we have installed of auto shut off taps in the amenities block, reduced sprinkling cycles, installed of a rain water tank to service the permaculture garden and the toilets in our hall are serviced by rainwater. All bubblers in the school automatically shut off when released as well as taps in hand basins. We have removed all garden tap handles and fitted vandal proof taps to prevent water wastage after hours. Cleaners use blowers 4 out of 5 days a week to keep concrete surfaces clean, only hosing once a week.

Electricity usage is constantly affected by the increased use of ICTs in classrooms. Data Projectors are turned off when not in use, as are fans and lights. However, air conditioning is responsible for a significant part of our electricity use, despite a rigorously applied term 2 and 3 ban on use. During school holiday "dormant" periods, we still consume considerable levels of electricity to sustain computer networks, security systems including lighting and tuckshop refrigeration.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	283,269	2,843
2013-2014	308,540	3,448
2014-2015	324,613	12,011

*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.
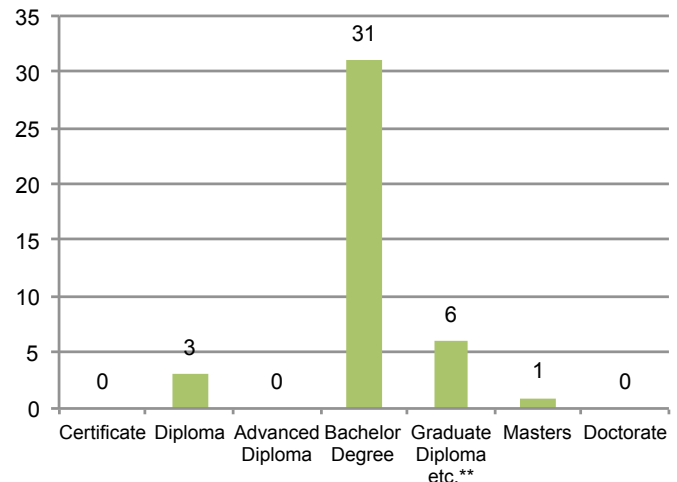
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	41	36	<5
Full-time equivalents	37	22	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	31
Graduate Diploma etc.**	6
Masters	1
Doctorate	0
Total	**41**

*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 $26387

The major professional development initiatives are as follows:

Literacy teaching development

- How Language Works – Tutor triaining + 20 participants : Developing a deep understanding the structure of English.
- Reading skills updates and training :
  o Oral Language training
  o Phonemics / Phonics
  o Vocabulary
  o Comprehension
- Writing project – Increasing teachers understanding of and skills in developing wirting.

Developing teaching skills

- Pedagogical Coaching
- Mentoring beginning teachers
- OneSchool training
- Business Services Managers network
- Bi-Annual State Principal's Conference.

The proportion of the teaching staff involved in professional dvelopment activities during 2015 was100 %

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% 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).	91%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	86%

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%.

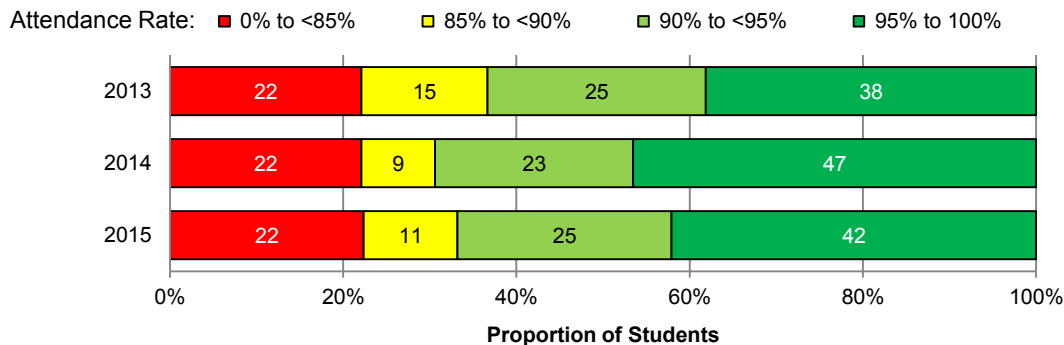| Student attendance rate for each year level (shown as a percentage)												
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	90%	90%	91%	90%	90%	92%	91%					
2014	91%	90%	92%	92%	93%	91%	91%						
2015	91%	92%	90%	93%	91%	91%	89%						

*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.

Attendance Rate: ■ 0% to <85%   □ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	22	15	25	38
2014	22	9	23	47
2015	22	11	25	42

Proportion of Students

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 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.

 In 2015 we reduced our dedicated attendance officer position to manage the administrative processes but enhanced our partnership with the Benevolent Society to assist in engaging parents. Our officer reviews all attendance weekly and a hotlist of students weekly. The officer followed up with letters or phone calls to parents whose children are absent without notice for more than 3 days and in the case of "hotlist" children, every time they are absent without advice. All contact was recorded in student's record of contact.

Two letters are sent out to parents of children whose attendance had below the benchmarks, or in danger of not making the thresholds, to alert these parents to the frequency of absences. A separate letter was sent to parents of prep children encouraging strong attendance.

We use the truancy process as outlined in the relevant policies to make formal written notification. Prior to any Notice of Compulsory Attendance letter being sent, we ensure that more than one phone call has been made to enquire about attendance and that any relevant circumstances have been discussed with the parent and support offered. We engage our PACE officers to assist this process with students from indigenous families. The Principal make invitation to meet with every recipient of a Compulsory Attendance letter.
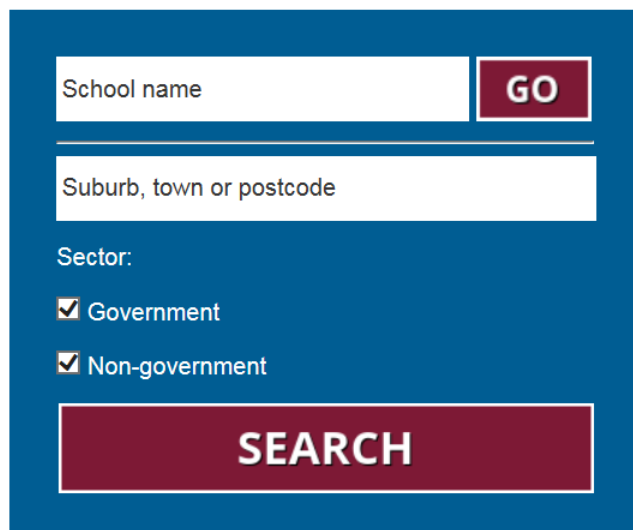
To encourage good habit we run a weekly class attendance award that is presented on parade. The class with the highest attendance take charge of a trophy for the week . The cup is a prized addition to any classroom. We also track 100% attendance each term and reward these students with a free excursion or special activity during the following term.

Class teachers make contact with parents to enquire about their student's attendance and highlight good practices.

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.**

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.

Queensland Government