



Humpybong State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Humpybong State School was established in 1876 and is an Independent Public School providing quality education by raising expectations, reflecting on current practice and nurturing student development in a supportive school environment.

The total student Prep to Year 6 enrolment is approximately 820 in a co-educational setting. The Humpybong State School social climate has at its heart the philosophy of inclusion. Significant emphasis is placed on providing a learning environment where all students feel safe and supported through our Positive Behaviour for Learning curriculum based on the 4 Cares: Care for Self, Care for Others, Care for Learning and Care for Property.

In 2019 we have modified our school practices to include strategies from the Berry Street Education Model, which provides teachers with researched based strategies based on 5 elements: relationships, understanding body, stamina, character and engagement.

Our school takes great pride in maintaining a strong sense of family through our commitment to a shared ownership of all student outcomes and developing parent skills through our regular Parent Partnership forums. This triangle of parent, student and school is firmly embedded in all school operations and is strongly encouraged as part of our 3-Way Reporting processes.

In 2017, our school became one of 1,400 schools across the globe to commit to the New Pedagogies for Deep Learning project (NPDL). While teaching the Australian Curriculum, students particularly focus on developing skills in Character, Citizenship, Collaboration, Critical Thinking, Creativity and Communication (6C's) to take their work deeper. Student voice, partnerships, connecting to the real world and leveraging digital all contribute to enriching student learning and engagement.

Our school offers a wide variety of extra curricular activities such as the traditional sporting and musical activities, as well as robotics and coding. As a launch school for integrating digital technologies into the curriculum, our staff and students are supported by a digi-tech coach. Improving teacher pedagogy through coaching, mentoring and high quality professional development is a key focus across the school.

School progress towards its goals in 2018

Humpybong State School's Explicit Improvement Agenda of improved student performance for reading and numeracy has progressed well.

The school placed emphasis on the partnership between families, staff and community working together to maximise the very best outcomes for all learners.

Staff have engaged in coaching and mentoring to support their professional learning to deliver quality teaching addressing outcomes for students. Data collection and collation has been refined through the use of One School, with planning and teaching using data to inform their practice. The early years teaching of reading is based on SSP (Speech, Sound, Pics) with a teacher mentor supporting all Prep – Year 2 teachers and providing intervention and master classes for identified students.

The Responsible Behaviour Plan was reviewed in 2018, with the school supporting an internal PBL coach and aligning the CARE acronym for Self, Others, Learning and Property values to include: Consideration, Appreciation, Respect and Effort. To continue supporting our Deep Learning journey for students, Character and Citizenship, two of the 6 C's were embedded in our curriculum planning and teaching. Humpybong State School was represented at the New Pedagogies for Deep Learning North Coast Region team at the international conference in Canada.

Our "Full Uniform with Pride" policy has resulted in a heightened sense of school pride.

Our Attendance Policy provides positive and reactive strategies to engage students in meeting the 94% attendance target. With class trophies, Gotchas for being at school on their birthday and end of Term recognition and celebration for attendance.

Future outlook

In 2019, Humpybong State School as an Independent Public School will continue to focus on three key areas: 1. Cross the Bridge into future experiences; 2. Dive into a Digital Future; 3. Navigate the future environment using the New Pedagogies for Deep Learning framework developing student 21st Century skills in the 6 C's: Character, Communication, Collaboration, Critical Thinking, Citizenship and Creativity. This will be the second year Humpybong State School takes Year 6 students to Canberra for their year level excursion. All other year levels will participate in a camping and excursion program.

The 2019 Explicit Improvement Agenda is summarised:

Improvements in Literacy and Numeracy will be achieved through an explicit curriculum, focussed teaching and learning agenda grounded in ASoT and the Gradual Release of Responsibility framework, and coaching and mentoring of staff from a growth mindset.

The key agenda items will be focused on the improvement of students' learning in:

1. *Continue Reading and Writing*
2. *Numeracy with a focus on Problem Solving and Number work*
3. *New Pedagogies for Deep Learning*

Strategy 1: Continue Reading

- Deliver oral language activities that target **phonological and phonemic awareness (SSP)**
- **Continue to embed a balanced reading program** (1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading)
- Continue to provide differentiated teaching of reading
- Ensure a variety of learning opportunities for U2B (eg Reader's Cup, Book Clubs)
- Complete a thorough interrogation of NAPLAN data - 2018 in preparation for 2019 NAPLAN
- Embed school wide consistent student learning goals for reading
- Continue to investigate collection of reading data to inform teaching and reporting

Strategy 2: Continue Writing

- Enhance teacher knowledge of Australian Curriculum Writing through deepening knowledge of Achievement Standards, Curriculum Intent and assessable elements
- Build teacher understanding of the discernable differences in A-E assessment
- Continue to make writing expectations visible to students through front-ending assessment tasks
- Complete a thorough interrogation of NAPLAN data - 2018 in preparation for 2019 NAPLAN
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus daily writing activities
- Embed the whole school writing cycle
- Continue to introduce 'Big Write', 'VCOP' Word Walls and peer conference/feedback throughout the school
- Ensure a variety of learning opportunities for U2B (eg Author in Residence, Mystery Write)

Strategy 3: Continue Numeracy

- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources
- Continue to use a range and balance of assessment tools (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to embed Numeracy Rich Routines (eg computational fluency, problem solving and number facts)
- Continue to build teacher understanding of the Proficiencies (eg Understanding fluency, problem solving, reasoning)
- Complete a thorough interrogation of NAPLAN data - 2018 in preparation for 2019 NAPLAN
- Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus activities in numeracy
- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)

Strategy 4: Continue New Pedagogies for Deep Learning

- Continue the world-wide NPDL project which includes conferences, planning, moderation and online learning
- Incorporate the 6C's in school wide planning and social skills frameworks (Sol Lessons, Berry Street Education Model)
- Develop teacher capacity in the use of digital and design technologies to enhance student learning outcomes

Reading, Writing, Numeracy, NPDL

- Use peer observation, co-teaching, mentoring, feedback, differentiated coaching and PLC time to improve teaching practices
- Build teacher capacity to analyse student work in moderation to guide feedback and future teaching/learning
- Provide opportunities for staff to engage in moderation within and across schools for A-E alignment
- Develop teacher capacity in providing explicit feedback to students and developing student self- and peer-assessment
- Develop and implement school wide consistent student learning goals
- Develop teacher capacity in the Model of Learning

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	766	762	821
Girls	399	376	407
Boys	367	389	414
Indigenous	57	50	48
Enrolment continuity (Feb. – Nov.)	92%	92.7%	95%

Notes:

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

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

Characteristics of the student body

Overview

Students at Humpybong State School come from diverse backgrounds and mixed socio economic backgrounds. Many families are single income.

There were sixty students of Aboriginal or Torres Strait Islander descent enrolled throughout the school in 2018.

Our school caters for students from English as an Additional Language background, those who are highly capable learners, and provides access to Special Education Programs for students verified with a recognised disability.

Enrolment trends have remained consistent.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	25
Year 4 – Year 6	25	27	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The Australian Curriculum was embedded this year in:

- English, Maths, Science and Design Technology (Classroom teacher responsibility)
- History and Social Sciences.
- The Arts (Music, Art, Dance),
- HPE (Health and Physical Education)
- Digital Technologies (#qldtechschool in 2017 and 2018)
- LOTE (Languages Other Than English – Japanese) for Years 2-7.

These programs are taught by classroom teachers and supported by Specialists in Music, Physical Education, The Arts in P-6, History and Social Sciences P-5, Instrumental Music and LOTE.

In 2018 the school participated in the international New Pedagogies for Deep Learning project supported by the North Coast Region. All year levels developed integrated units of work focussing on teaching Character and Citizenship which were underpinned by the four pillars of deep learning: Pedagogy; Learning Partnerships; Learning Environment; and Leveraging Digital.

Co-curricular activities

- Inter-house and Interschool Sports and Swimming, Athletics and Cross-Country Competitions
- Instrumental Music Instruction in Strings, Brass, Woodwind and Percussion (Yrs 3-6)
- Two Choirs – Senior and Junior
- Ensembles – Senior, Junior and Strings
- Recorder Band
- Drumming Circle
- Outdoor Education Program – Prep to Year 6 participate in a progressive camping program, culminating in a Year 6 Canberra trip in August
- Strong, visible Chaplaincy program to assist families and students
- ICAS Competitions (Science, Reading, Writing, Spelling, Mathematics, Digital Technologies)
- Robotics (students were selected to participate in the QTU First Lego League competition)
- Young ICT Explorers
- Code Kids and other lunchtime activities
- Wakakirri dance competition
- Ready Readers for Early Years – Year 3 students working with Prep children
- PCYC supporting Team Up and Drum Beat programs
- Student Council participation (Years 3-6) and representation throughout the school community
- Opportunities for service to the community through charitable activities and caring for the environment

How information and communication technologies are used to assist learning

There has been a significant increase in the use of ICTs in teaching. Interactive whiteboards, interactive projectors or LED screens are present in all classrooms. The Year Five and Six classes have a set of laptops, Year Three and Four classes have tablets and Prep, Year 1 and 2 classes have ipads which enable teachers to make flexible groupings and these operate wirelessly. Wireless capability has been extended to all classrooms. All teaching staff have a laptop and use these to prepare activities for students and record student behaviour and

progress in One School. Students are able to join the Robotics Club, which participates in regional, state and national competitions.

Year 4 and 5 students are able to join Code Kids, where they learn code and develop applications for android and ipad devices.

Our school website provides information about school events and procedures. The school Facebook page is more integrated into the communication processes within the school, with increasing numbers of 'likes' and sharing across the community. Parents receive information via an electronic newsletter, alerts and the QSchools app. Parents are also invited to sign up for the QParents app which provides detailed information about their child and allows quick and easy access to update student and family information.

Social climate

Overview

Caring for Self, Caring for Others, Caring for Learning, Caring for Property, is the foundation on which the climate of the school is built. Supported by a comprehensive classroom program that emphasises values, students are explicitly taught to take responsibility for their behaviour. Recognition for students' efforts in demonstrating the four CAREs, is provided in the form of a Gotcha or Vivo. Students collect Gotchas throughout the year with the intention of earning ten from each Care resulting in them being awarded a CARE wrist-band. Students are taught to use 'Sol's 5' as a way of dealing with bullying situations. Students are given skills when they find themselves in a bystander situation. Parents are an integral part to the success of this program.

CARE values – Consideration, Appreciation, Respect and Effort have been developed and will become familiar common language throughout the school.

Students and families at risk or experiencing hardship have a comprehensive Chaplaincy program to access. Students are able to participate in programs such as *Seasons for Growth* and *Friends* helping to develop positive social behaviours. This, along with the community feel of the school and the proactive actions, provides a supportive environment for students and their and families. *Triple P* (Positive Parenting Program) is offered to parents throughout the year.

Surveys reveal that students are generally happy with the school, as are their parents. School events such as musical performances and recital nights, sports days, Carols by Candlelight, Discos, Bookweek, Early Years Celebration and end of term Learning Celebrations are well attended by parents.

Class teachers welcome parents' help with reading, activities, on excursions and in sharing in the success of students at assemblies. All parents and volunteers participate in an annual induction program to ensure the safety of our children and school community.

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)	94%	89%	98%
• this is a good school (S2035)	94%	93%	94%
• their child likes being at this school* (S2001)	96%	97%	95%
• their child feels safe at this school* (S2002)	92%	96%	95%
• their child's learning needs are being met at this school* (S2003)	90%	89%	94%
• their child is making good progress at this school* (S2004)	88%	85%	95%
• teachers at this school expect their child to do his or her best* (S2005)	96%	94%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	90%	95%
• teachers at this school motivate their child to learn* (S2007)	92%	90%	95%
• teachers at this school treat students fairly* (S2008)	87%	88%	90%
• they can talk to their child's teachers about their concerns* (S2009)	92%	94%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	86%	89%	90%
• this school takes parents' opinions seriously* (S2011)	78%	85%	89%
• student behaviour is well managed at this school* (S2012)	82%	84%	82%
• this school looks for ways to improve* (S2013)	92%	89%	92%
• this school is well maintained* (S2014)	92%	92%	94%

* 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)	96%	93%	98%
• they like being at their school* (S2036)	93%	85%	93%
• they feel safe at their school* (S2037)	91%	93%	94%
• their teachers motivate them to learn* (S2038)	97%	96%	97%
• their teachers expect them to do their best* (S2039)	98%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	95%	97%
• teachers treat students fairly at their school* (S2041)	85%	84%	91%
• they can talk to their teachers about their concerns* (S2042)	78%	87%	87%
• their school takes students' opinions seriously* (S2043)	83%	86%	82%
• student behaviour is well managed at their school* (S2044)	84%	76%	84%
• their school looks for ways to improve* (S2045)	94%	97%	99%
• their school is well maintained* (S2046)	83%	92%	91%
• their school gives them opportunities to do interesting things* (S2047)	87%	87%	96%

* 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)	95%	94%	98%
• they feel that their school is a safe place in which to work (S2070)	96%	93%	88%
• they receive useful feedback about their work at their school (S2071)	92%	94%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	93%	91%
• students are encouraged to do their best at their school (S2072)	97%	99%	97%
• students are treated fairly at their school (S2073)	89%	85%	85%
• student behaviour is well managed at their school (S2074)	81%	73%	74%
• staff are well supported at their school (S2075)	81%	84%	82%
• their school takes staff opinions seriously (S2076)	82%	84%	85%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	96%	97%	98%
• their school is well maintained (S2078)	91%	91%	96%
• their school gives them opportunities to do interesting things (S2079)	90%	90%	91%

* 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 Humpybong State School we believe that education is a partnership between the student, parent and the school. This triangle of parent, student and teacher is firmly embedded in all school operations. Parent participation and involvement is strongly encouraged as part of the total commitment to the achievement of learning outcomes for all students.

The following strategies are utilised to foster this partnership:

- School and community committees with parent representatives invited to be members
- Shared responsibility for school events and activities through the P & C
- Collaborative efforts to improve facilities including playgrounds, equipment and air conditioning the hall
- Joint waterfront playground development with Moreton Bay Regional Council
- In classrooms with individuals and small groups, and on excursions
- Volunteers work in the canteen and assist with school community events
- Parents enjoy watching their children participate in a variety of school activities, including bands, choirs and sports events
- Parents are invited to end of term learning celebrations for each year level
- Parent Partnerships were offered to interested parents four times each term providing information about the curriculum, digital technologies, phonics and maths programs, homework and supporting children with anxiety.
- Three-way parent/teacher/student reporting is organised to provide feedback at the end of Terms 1 and 3.

All adjustments for students with diverse needs are actioned in consultation with parents and caregivers. Special Education teachers and Teachers of Literacy and Numeracy work in partnership with teachers, students and parents to negotiate requirements for access to physical resources, curriculum and extra curricula activities, ie physical requirements to participate in HPE lessons, curriculum adjustments through Individual Curriculum Plans (ICP), social and emotional support through (ISP – Individual Support Plan) and support to attend excursions and camps. All indigenous students have an ISP with attendance, academic and social/emotional goals.

Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships.

Through the school's Responsible Behaviour Plan for Students (RBPS), weekly lessons are taught across the school to address proactive and reactive behavior and wellbeing concerns. SOL (Sea of Learning) lessons explicitly teach students how to CARE (Consideration, Appreciation, Respect, Effort) for Self, Others, Learning and Property. The PBL curriculum also includes specific lessons to address bullying behavior and identifying and responding to abuse and violence. In 2017 the school became a 'White Ribbon' school to include teaching of respect and provide school families with domestic and family violence support. In 2018, the school participated in the Redcliffe community White Ribbon march. Students are provided with skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. The school takes part in 'Day for Daniel' annually with this curriculum included in SOL lessons. In 2018 Denise and Bruce Morcombe visited the school. Peer Mediators in Year 6 undertake training to assist in the Prep and Year 1 playground during lunch breaks. Annually the Life Education van visits where students are provided with Harold's lessons focusing on personal safety and health. Life Education instructors also teach Years 5 and 6 students "Talk About It" sessions as part of the HPE curriculum on personal health, relationships and puberty in an age appropriate manner.

The school provides specific lessons and skills on the brain and growth mindset with opportunities to remain calm, develop resilience and tenacity with exercises for the body and mind. The Guidance Officer and school Chaplain also support student skills in developing and maintaining respectful relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	64	98	90
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

We have several solar panels across the campus, which contribute to our energy conservation. A number of water tanks on site also feed our amenities blocks. Energy conservation is practised in the daily routine of the school day in classrooms. The school participates in and encourages families to participate in "Earth Hour".

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	177,133	152,377	167,233
Water (kL)	802	4,882	390

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



Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	62	49	<5
Full-time equivalents	54	29	<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	7
Graduate Diploma etc.*	7
Bachelor degree	39
Diploma	8
Certificate	1

*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 \$85,960. This included funds from Investing for Success.

The major professional development initiatives are as follows:

- Mentoring and Coaching – Reading, Maths, Explicit Teaching, Classroom Profiling
- Coaching to support Annual Performance Development programs
- Mathematics (Problem Solving and Number Talk)
- Australian Curriculum (English, Maths, Science, History, Geography, The Arts)

- SSP (Speech, Sound, Pics)
- VCOP and Big Write
- First Aid Training
- Music teacher networking and Professional Development
- Leadership capacity building
- Information Communication Technology (Digital Technologies)
- New Pedagogies for Deep Learning (NPDL)
- Classroom profiling
- Positive Behaviour for Learning coach training
- Managing Young Children Program training
- Berry Street Education Model
- Understanding Poverty train the trainer

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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%	93%	92%
Attendance rate for Indigenous** students at this school	90%	88%	87%

* 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	93%	94%	93%
Year 1	92%	93%	93%
Year 2	93%	93%	92%
Year 3	92%	93%	93%
Year 4	92%	92%	92%
Year 5	91%	93%	91%
Year 6	91%	91%	91%

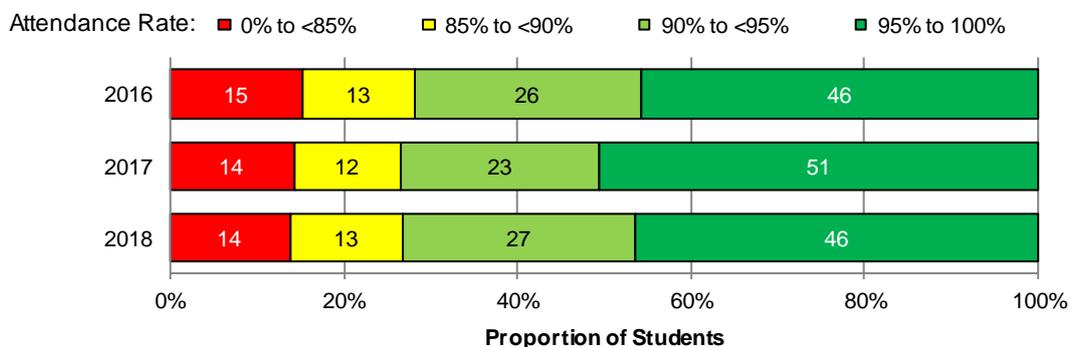
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Student attendance is recorded twice per day using One School. Unexplained absences are followed up by the class teacher, sending a note home to the parent. The class teacher then reports persistent absenteeism to the administrators. The Student Welfare Officer follows up on consistent and persistent student absences weekly, referring concerns to the school Admin team who also contacts parents directly. If absenteeism continues, form managing attendance letters are issued and followed up.

100% attendance certificates and 94% certificates are awarded to students at the end of each term to encourage attendance.

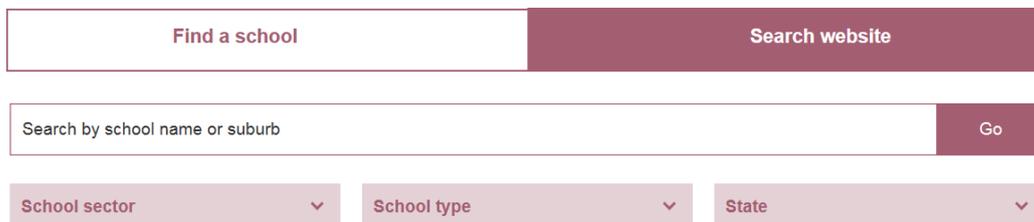
Students who attend school on their birthday are also provided with an iceblock and Care for Self Gotcha. A new Attendance Policy was implemented in 2017 and processes are revised annually.

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.



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



4. Click on 'NAPLAN' to access the school NAPLAN information.



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.