



Walkerston State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

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<b>Contact person</b>	Mr jamie Feeney, Principal

## School overview

Walkerston State School is a co-educational school that caters for approximately 320 students from Prep through to Year 6. We have a wonderful team of committed staff who work closely together to provide challenging, meaningful and rich learning experiences for all of our students. Some of our distinctive features include an ongoing commitment to integrating technology into children's learning and the delivery of a relevant and engaging curriculum. We pride ourselves on working with students, parents and carers and the school community to deliver a first-class education. As a school community we strive to provide our students with high-quality educational opportunities that will empower them academically, emotionally and socially. Our school motto is 'Putting Learning First. Every Child. Every Day.' Our school community is committed to emotional resilience and social competence, achieving academic potential, developing competent learners who actively seek and use knowledge, promoting compassion and global awareness, fostering effective communicators, balancing independence and collaboration and encouraging problem solving and informed risk taking.

## School progress towards its goals in 2018

Our goals for 2018 were:

Goal	Success Criteria												
1. Children will learn and be able to apply reading strategies aligned to the Australian Curriculum for English which enable them to better comprehend texts	NAPLAN: % with Lower / Similar / Higher relative gains in Reading than State Schooling Peers:												
	<table border="1"> <thead> <tr> <th></th> <th>Lower</th> <th>Similar</th> <th>Higher</th> </tr> </thead> <tbody> <tr> <td><b>2018 (Target)</b></td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td><b>2018 Achievement</b></td> <td>13%</td> <td>72%</td> <td>15%</td> </tr> </tbody> </table>		Lower	Similar	Higher	<b>2018 (Target)</b>	20%	60%	20%	<b>2018 Achievement</b>	13%	72%	15%
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Unit plans and Lesson observations for all teachers will demonstrate clearly identifiable reading strategies being taught to students. Partially achieved													
All teachers to indicate agreement that there are cohesive school, year level and unit plans on Curriculum Scan. Achieved													
All teachers to indicate agreement that there is a high level of consistency, a low level of variability and an absence of mediocrity on Curriculum Scan. Partially achieved.													
2. There will be an improvement in communication between all staff.	% Agreement on Staff School Opinion Survey:												
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S322: I feel that staff morale is positive at my school.	50%	41.7%											
S3220: There is good communication between all staff at my school.	50%	45.7%											

## Future outlook

Our targets for 2019 are:

<p>1. To improve children's progress by teaching skills for metacognition and self-regulation</p>	<ul style="list-style-type: none"> <li>○ <b>Teachers</b> will implement learning walls in English, Maths and Science which demonstrate 'knows' and 'dos' for current units, levelled assessment criteria at the end of units, and exemplars of children's work exemplifying levels of achievement. <i>Evidence examples: Learning walks, Lesson Observations.</i> <ul style="list-style-type: none"> <li>○ <i>Strategic Plan Alignment: P1S3</i></li> </ul> </li> <li>○ <b>Teachers</b> will work in PLCs to develop consistent pedagogical practices aligned to the Pedagogical Framework to enhance children's skills in and opportunities to apply metacognition and self-regulation for each unit. <i>Evidence examples: Planning meetings, PLC Minutes</i> <ul style="list-style-type: none"> <li>○ <i>Strategic Plan Alignment: P2S6</i></li> </ul> </li> <li>○ <b>All staff</b> will encourage children's use of the learning walls for support and self-assessment during English, Maths and Science lessons. <i>Evidence examples: Learning walks, Lesson Observations.</i> <ul style="list-style-type: none"> <li>○ <i>Strategic Plan Alignment: P1S1 (This strategy comes from the agreed pedagogy based on pupil progress data inquiry cycle meetings)</i></li> </ul> </li> <li>○ <b>Senior Leaders</b> will provide weekly feedback to teachers and teacher aides on children's metacognition and self-regulation skills gauged by progress in learning walls and their answers to Lyn Sharratt's 5 questions: What are you learning? How are you doing? How do you know? How can you improve? Where can you go for help? <i>Evidence examples: Weekly feedback notes.</i> <ul style="list-style-type: none"> <li>○ <i>Strategic Plan Alignment: P1S1 (This strategy comes from the agreed pedagogy based on pupil progress data inquiry cycle meetings)</i></li> </ul> </li> <li>○ <b>The Principal</b> will facilitate termly professional conversations with teachers around children's progress to date in terms of A-E data against achievement standards, what strategies have made learning successful, what barriers for learning exist, and what research-based strategies will be employed to overcome these and further enhance progress for the children. <i>Evidence examples: Meeting minutes.</i> <ul style="list-style-type: none"> <li>○ <i>Strategic Plan Alignment: P1S1, P2S2, P2S6</i></li> </ul> </li> </ul>
<p>2. Implement the digital technologies curriculum and ICT Cross Curricular Priorities</p>	<ul style="list-style-type: none"> <li>● <b>Principal</b> to improve ICT infrastructure through: <ul style="list-style-type: none"> <li>○ Purchase of 30 new laptops for tech lab in Term 1;</li> <li>○ Purchase of 30 new laptops for mobile use in classrooms in Term 2;</li> </ul> </li> <li>● <i>Evidence Examples: Laptops are setup and in use by students.</i></li> <li>● <b>ICT Committee</b> to produce an overview of technologies linked to general expectations to show progression in skills from Prep to Year 6. <i>Evidence Examples: Overview document.</i> <ul style="list-style-type: none"> <li>○ <i>Strategic Plan Alignment: P3S1, P4S1, P4S2</i></li> </ul> </li> <li>● <b>Teachers</b> will demonstrate coverage of general ICT capabilities in English, Maths and Science in their unit plans for these subjects which align to the ICT Committee's General ICT Capabilities overview once complete. <i>Evidence Examples: Unit plans, lesson observations.</i></li> <li>● <b>Teachers'</b> Unit plans for Digital Technologies will indicate coverage of expectations in the Digital Technologies Curriculum. <i>Evidence Examples: Unit plans</i></li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Strategic Plan Alignment: P3S1</i></li> <li>● <b>The HOC</b> will facilitate termly planning meetings which highlight: <ul style="list-style-type: none"> <li>○ General ICT Capabilities in English, Maths and Science;</li> <li>○ Alignment of unit plans to expectations within the Digital Technologies curriculum.</li> </ul> </li> </ul> <p><i>Evidence Examples: Unit plans.</i></p>
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Our targets for these will be:

	Learning Walks	A-E Progress	NAPLAN U2B									
A	<ul style="list-style-type: none"> <li>○ Learning Walks indicate 100% of classrooms have learning walls fully in place for English, Maths and Science. (K&amp;D, Criteria Sheets, children's exemplifications)</li> <li>○ 100% of children can answer <i>how hat are you learning? How are you doing? How do you know? How can you improve? Where can you go for help?</i>. E.g., children will refer to the examples on the wall as somewhere they can go for help.</li> </ul>	On Semester 2 report card data, 95% of children make good progress in 2019 in each of English, Maths and Science.	2019 NAPLAN U2B: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Y3</th> <th>Y5</th> </tr> </thead> <tbody> <tr> <td>Avg R &amp; W</td> <td>42%</td> <td>26%</td> </tr> <tr> <td>N</td> <td>42%</td> <td>32%</td> </tr> </tbody> </table>		Y3	Y5	Avg R & W	42%	26%	N	42%	32%
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C	<ul style="list-style-type: none"> <li>○ Learning Walks indicate 100% of classrooms have learning walls fully in place for English. (K&amp;D, Criteria Sheets, children's exemplifications)</li> <li>○ 100% of children can answer <i>What are you learning?</i> in relation to their current lesson, and the broader context of the unit. E.g., 'Today, we are learning how to use effective verbs, so that in our assessment piece, we can accurately explain what we mean to our audience'.</li> </ul>	On Semester 2 report card data, 80% of children make good progress in 2019 in each of English, Maths and Science.	2019 NAPLAN U2B: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Y3</th> <th>Y5</th> </tr> </thead> <tbody> <tr> <td>Avg R &amp; W</td> <td>34%</td> <td>18%</td> </tr> <tr> <td>N</td> <td>34%</td> <td>24%</td> </tr> </tbody> </table>		Y3	Y5	Avg R & W	34%	18%	N	34%	24%
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# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	357	349	357
Girls	176	173	177
Boys	181	176	180
Indigenous	25	31	33
Enrolment continuity (Feb. – Nov.)	95%	95%	91%

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

At the end of 2018, Walkerston State School had 344 children, of which 51% were male and 49% female. 9% of our students identify as indigenous. 17% of our children have been identified as needing some individualised learning support.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	23
Year 4 – Year 6	24	26	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

Walkerston State School follows the Australian Curriculum for all subjects, and provides Japanese lessons for children in Years 5 and 6.

The goal of Walkerston State School curriculum is to maximise learning and achievement for every student through:

- A strong focus on Literacy and Numeracy
- Whole-school planning (establish goals and processes)
- Aligning teaching, assessment and reporting with the intended curriculum (plan the learning sequence to meet goals)
- Planning for continuity of learning – across year levels (plan learning experiences within the sequence)
- Planning for a class, group, or individuals (plan to progress all students' learning)
- Using ICT to promote learning (embed ICT into students' learning)

## Co-curricular activities

Students are offered a rich variety of academic, cultural, sporting, citizenship and social skills at Walkerston State School. Participation in such activities enhances student confidence, builds resilience and develops skills such as teamwork and tolerance – all vital qualities if students are to maximise life's opportunities.

Activities include:

### CULTURAL

- Music – instrumental, choir, recorder band Choral Verse Speaking;
- Rock Pop Mime, Drama and Visual Arts performances;
- Eisteddfod entries
- Book Week activities and parade
- Attendances at visiting cultural performances and local theatre performances
- Cultural Days

### ACADEMIC

- Mathematics Competitions
- Public Speaking Competitions
- Premier's Reading Challenge participation
- Chess Club

### CITIZENSHIP

- Annual Year 6 Sydney / Canberra trip
- Annual Year 5 Leadership Camp
- Student Council
- Community Anzac Day and Remembrance Day Participation

### SPORTING

- A mix of inter-house and inter-school – swimming, athletics, hockey, touch football, cricket, basketball, AFL, Rugby League, Rugby Union, soccer;
- Sports specific clinics via visiting specialists;
- Inter-school and regional sporting competitions

## How information and communication technologies are used to assist learning

Emphasis is placed on the integration of Information Communication Technologies (ICT) in learning as ICT is currently an integral part of almost all positions in the workplace, and children need to be literate in ICT in order to succeed as global citizens. At Walkerston, children access computers in the dedicated computer suite, through mobile laptops and android devices, or through class-room based desktops. Teachers use laptops and interactive whiteboards and digital projectors to enhance teaching and to improve the accuracy and timeliness of on-going assessment and self-reflection.

## Social climate

### Overview

The social climate of the school is a very positive one. The 2018 School Opinion Survey indicated that large majority of children, parents and staff agree that children are safe, well educated at Walkerston and enjoy being at school. Walkerston is a school where all stake-holders are valued.

Our school is very fortunate to have an excellent student support team including a Chaplain who provides a vital pastoral care role for students, families and staff. We have a Guidance Officer who works onsite two days per week who assists teachers to develop strategies to help children with social and emotional needs, and also works directly with the children.

We review our Responsible Behaviour Plan annually, and consult with children, staff and parents on any changes. Children are encouraged to manage their own behaviour through our 4 step plan, student council and peer coaches. Cultural captains deliver targets for positive behaviour on assemblies aligned to the You Can Do It program.

## 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)	92%	90%	92%
• this is a good school (S2035)	85%	86%	92%
• their child likes being at this school* (S2001)	96%	93%	96%
• their child feels safe at this school* (S2002)	92%	96%	88%
• their child's learning needs are being met at this school* (S2003)	88%	90%	88%
• their child is making good progress at this school* (S2004)	88%	90%	85%
• teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	90%	88%
• teachers at this school motivate their child to learn* (S2007)	88%	79%	88%
• teachers at this school treat students fairly* (S2008)	88%	79%	79%
• they can talk to their child's teachers about their concerns* (S2009)	96%	90%	92%
• this school works with them to support their child's learning* (S2010)	88%	90%	88%
• this school takes parents' opinions seriously* (S2011)	87%	79%	78%
• student behaviour is well managed at this school* (S2012)	84%	86%	80%
• this school looks for ways to improve* (S2013)	100%	96%	92%
• this school is well maintained* (S2014)	81%	90%	88%

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



Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	100%	95%	95%
• their school gives them opportunities to do interesting things* (S2047)	98%	98%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	81%	81%
• they feel that their school is a safe place in which to work (S2070)	94%	89%	86%
• they receive useful feedback about their work at their school (S2071)	91%	72%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	85%	95%
• students are encouraged to do their best at their school (S2072)	100%	94%	100%
• students are treated fairly at their school (S2073)	94%	89%	85%
• student behaviour is well managed at their school (S2074)	85%	83%	58%
• staff are well supported at their school (S2075)	82%	75%	57%
• their school takes staff opinions seriously (S2076)	76%	71%	64%
• their school looks for ways to improve (S2077)	97%	86%	81%
• their school is well maintained (S2078)	86%	83%	69%
• their school gives them opportunities to do interesting things (S2079)	88%	77%	70%

\* 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

A range of activities and strategies were used throughout the year to promote parent involvement in their child's education:

- Parent information sessions – Orientation Day for Prep Parents, Ready Reader Parent and community sessions
- Inducting all classroom helpers and school volunteers
- Communication books (home/school) and class newsletters
- Literacy/Numeracy Celebration School activities
- Fortnightly school newsletter
- Awards evening & Cultural evenings
- Formal and informal parent-teacher meetings and reports
- Consultation with parents through the P&C
- Participation in swimming and sports carnivals
- Open invitations to parents to attend weekly assemblies

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We use the C2C Health education units to enable children to make healthy choices around physical activity, diet, drugs and alcohol. We use Life Education to support this work, and to provide sensitive education around puberty and relationships for Years 5-6.

From Prep, we use the resource “My Body Belongs To Me” in line with the Daniel Morcombe Child Safety Curriculum to provide children with the skills and language they need to ensure their safety.

## 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	0	4	5
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

Walkerston uses rain water tanks and water saving devices, such as spring-loaded drink taps, to reduce our water waste. We have recycling bins around the school, and have installed solar panels to reduce our electricity usage. We are encouraging parents to sign up to receive all notifications from the school via email rather than paper, and this has resulted in a significant decrease in the amount of paper used by the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	27,276	93,949	93,633
Water (kL)	150		663

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.

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	23	18	0
Full-time equivalents	20	11	0

\*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	0
Graduate Diploma etc.*	2
Bachelor degree	18
Diploma	1
Certificate	

\*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 \$ 16,297.09

The major professional development initiatives are as follows:

- Coaching with all teachers each term to deepen understanding of the the Australian Curriculum.

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%	98%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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	93%	94%	93%
Attendance rate for Indigenous** students at this school	94%	92%	90%

\* 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

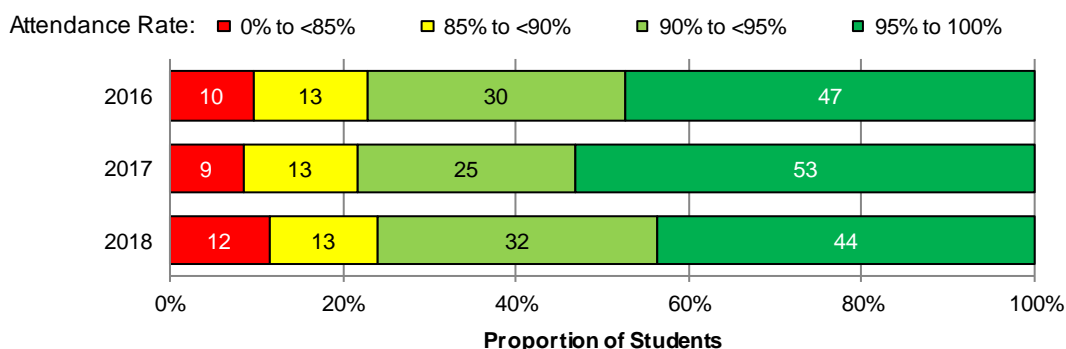
Year level	2016	2017	2018
Prep	92%	92%	93%
Year 1	92%	94%	92%
Year 2	92%	95%	93%
Year 3	95%	94%	94%
Year 4	92%	94%	93%
Year 5	93%	94%	92%
Year 6	95%	94%	94%

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.

Rolls are marked twice daily (by 9:30am and 2:00pm) on Oneschool. Where a child is absent without prior notification, parents receive a text message notifying them of the absence, and requesting contact.

Each term, all parents receive a communication about the attendance rate of their students to date, with a breakdown of the reasons for absence. Where attendance is below 85%, parents are invited to attend a meeting to discuss appropriate support options.

In assemblies, we celebrate the house which has the highest attendance rate, and provide a trophy to the classes with the best attendance, and the most improved attendance from the previous week.

## 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.