



Norman Park State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

Norman Park State School is a co-educational Independent Public School catering for students from Prep to Year 6. Situated just 10 kms from the Brisbane CBD, our thriving, progressive school community provides a safe and caring environment that fosters student-focussed teaching and learning. As a school, we aim high for academic excellence, we focus on technology in action, and we set our students up for success. Our dedicated and passionate staff engage with current global technology initiatives and strive to embed latest curriculum delivery opportunities into daily teaching offerings.

Our Curriculum Framework covers the Australian Curriculum of English, Mathematics, Science, HASS (Humanities and Social Sciences), The Arts, Technology, Physical Education, and LOTE (Languages Other Than English - French), to develop smart, savvy and successful students.

A strong feature of the school is the Music Program, which is supported by an extensive choral and instrumental music program and includes inter-school competitions, productions and school ensemble music concerts. A highlight of our Arts Program was our Norman Park State School Musical in 2017 and in 2018, our Wednesday Afternoon Curriculum Extension (WACE) Showcase in 2018.

Our Pedagogical Framework for planning, teaching and assessment is based on current educational research models that underpin pedagogical practices. The three key focus areas of the framework include John Fleming's Explicit Teaching Model, Harvard University's Culture of Thinking and the School-Wide Positive Behaviour for Learning framework.

Curricular and extra-curricular activities include: Year 3, 4, 5 and 6 Outdoor Educational camps, where students have the opportunity to engage with over-night stays developing into a week-long social experience in Year 6; Coding Club; Chess Club; Sporting Schools program, Science and Technology Master Classes linked with our local secondary school and International Competitions and Assessments for Schools (ICAS).

The school provides a safe, tolerant and disciplined learning environment evidenced by the successful implementation of our Responsible Behaviour Plan for Students, based on Positive Behaviour for Learning (PBL) which focusses on our STEPS to SUCCESS explicit Social Skills Program, and the implementation of the BOUNCE BACK resilience training, in 2017 and 2018.

Our pastoral care program includes Prep to Year 6 Peer Support lessons, Leadership Development; School, Cultural, Sports and Library Captains and a Chaplaincy Program.

Our School Council was created in late 2015 and worked closely in 2016 on school reviews to develop a 2017-2020 School Strategic Plan.

Community support for Norman Park State School initiatives is strong. Working in the Parents' and Citizens' Association is the Swim Club, Tuckshop, a Music Support Group and Second Hand Uniform Stalls are held regularly. The P&C Association and the school are supported by Class Parent Coordinators who liaise with school community members.

Norman Park State School students demonstrate high levels of achievement in school-based and NAPLAN testing. These results are driven by our school plans which are reviewed each year. We strive to provide a balanced education and a broad range of relevant and engaging learning experiences, challenging our students to discover their unique potential and individual strengths, as our school motto continues to inspire us, 'Onwards and Upwards'.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

##### Our Core Priority in 2017 - READING

In the Teaching and Learning of Reading we will be continuing to consolidate and refine:

1. Our shared understanding and pedagogical practices in reading instruction through the Fleming Explicit Teaching Model and Reading to Learn Strategies to improve reading outcomes for our students
2. Ongoing explicit assessment tasks to ascertain targeted and planned teaching lessons that meet the distinct needs of year level cohorts and individual students
3. Strategies to individualise student goals to better inform students, teachers and parents

Further work on other focus areas continued:

- Improving Spelling Outcomes
- Improving Numeracy Outcomes
- Improving Writing Outcomes
- Continued implementation of the Australian Curriculum – English, Mathematics, Science and the implementation of History and Social Sciences (HASS), Language and Physical Education.

- Refinement and consolidation of our Pedagogical Framework in teaching and learning: Fleming Explicit Teaching Model, Positive Behaviour for Learning Framework and Culture of Thinking – Visible Thinking Routines
- Continued to explore and implement more effective pedagogical practices using digital and design technologies for learning in Years P-6.

### School Progress towards its goals in 2017

#### 2017 School Improvement Agenda Strategies

##### 1. Develop whole school consistent expectations and practices in the explicit teaching of READING.

Priorities that have been achieved include:

- *Maintain a two hour Literacy Block – 3 days a week, min. **Modelled, Shared, Guided, Independent Reading***
- *Continue to use the **Fleming Explicit Teaching** model: Warm-Ups; I Do; We Do; You Do; Plough-Back*
- *Establish individual **student learning goals** with students and parents*
- *Follow the **NPSS Reading Program***
- *Connect the use of NPSS Comprehension strategies and resources across all Learning Areas*
- *Build **teacher capacity and leadership density** through **observation, feedback and mentoring***
- ***Coaching and mentoring** by Deputy Principal, HOC & Reading Coach e.g. Read 2 Learn strategies*

##### 2. Embed an effective spelling program through the development of shared knowledge and a range of pedagogical practices of SPELLING throughout the school.

Priorities that have been achieved include:

- *Incorporate the developmental stages of spelling into explicit teaching- **Phonological, Visual, Morphemic, Etymological***
- *Teach **common word lists** consistently across cohorts*
- *Maintain the **explicit focused** teaching of spelling: Modelled, Guided & Independent Spelling*
- *Continue Fleming's **Explicit Teaching** model: Warm-Ups; I Do; We Do; You Do; Plough- Back*
- *Follow **NPSS Spelling Program***
- *Build **teacher capacity, leadership density and improve spelling pedagogy** through **observation, feedback and mentoring***
- *Continue using consistent **C2C assessment tools** from Prep to Year 6*

##### 3. Consolidate the explicit teaching of NUMERACY through the ongoing implementation and monitoring of established practices to consolidate the student's mathematical knowledge and understandings.

Priorities that have been achieved include:

- *Continue the **Fleming Explicit Teaching** model of numeracy: **Warm-Ups; I Do; We Do; You Do; Plough-Back***
- *Continue the use of **'New Wave Mental Maths'** Teaching Routines*
- *Build **teacher capacity and leadership density** through **observation, feedback and mentoring***
- *Continue to use a range of **diagnostic, formative and summative assessment tools***

### Future Outlook in 2018

- *Deepen our understanding of teaching and learning through 'the eyes, ears and voices' of students*
- *Acknowledge and celebrate teacher successes whilst maintaining high expectations and targeted, individual teaching goals in Reading, Spelling and Writing.*

2018 Annual Implementation Plan Focus Areas Based on 2017-2020 School Strategic Plan		
ACADEMIC EXCELLENCE		
Actions	Targets	Timelines
Increase student literacy achievements	2018 School Improvement Agenda	Monitor and report each term
Increase teacher expertise in curriculum knowledge and selection of teaching strategies	100% teachers engaged 70% classes expert practice	Annually
Improve staff abilities to exhibit professional and collective responsibility for improving student learning and well-being	100% of teachers Wellbeing Charter endorsed	November
Challenge and extend students to apply curriculum learning	60% of students	End Semester 2

Support teachers to engage in creating and implementing extension activities	60% of teachers	Term 3
<b>TECHNOLOGY IN ACTION</b>		
Enable students to have foundational skills that springboard them into the future	100% students (Years P-6) accessing Digital Technology curriculum	Each semester
Increase technology skills and experience among all staff	100% teachers (Years 3-6)	November
Motivate students with curriculum that 'reflects real life' and motivates students	40% students participating in IT projects (Years P-6)	Per term
Utilise data to underpin decisions about teaching and learning	50% of total data is collected	End of each term
<b>SET FOR SUCCESS</b>		
Build student capacity to use key thinking skills and expose them to experiences and possibilities	Years 4-6	November
Use critical and creative thinking skills to enhance learning.	80% classes completing Walkthroughs	End of Term 3
Build resilience in students to try new things and not fear failure	80% students 'verbalising' resilience strategies	End Sem 1 Survey Mid term 'Student Happiness' End Term 3 September
Create a community of learners who think globally and act locally through intercultural understanding and ethical behaviour	6 Celebrations communicated in newsletter	Target November
<b>EFFECTIVE FOUNDATIONS</b>		
Build an ethos around a commitment to excellence and well-being	Create a statement and plan	Term 4
Deliver effective pedagogy through increasing skills and experience	Professional Development plan to be completed	March and October
Analyse data to deliver insights to inform pedagogy	Norman Park State School Assessment and Reporting Schedule	Per Term
Aim for technology appropriate to need, available when required and adaptable to any situation	Review and document technology requirements	October Annually
Improve opportunities and outcomes for students through effective partnerships	Document	November
Deliver seamless productive outcomes via efficient systems	Establish feedback systems	Monthly

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	<b>459</b>

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	444	213	231	6	97%
<b>2016</b>	445	219	226	10	96%
<b>2017</b>	457	230	227	11	96%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Our parents have a positive attitude to learning and support and reinforce learning at our school. Our ICSEA value in 2017 was 1133 therefore most of our students come from a middle to high socioeconomic demographic.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	23
Year 4 – Year 6	26	25	25
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

#### Subjects

English, Mathematics, Science, HASS (Humanities and Social Sciences), Health & Physical Education, Technology, The Arts (Media, Drama, Dance, Music), LOTE (Languages Other Than English - French).

#### Key Delivery Models

- Explicit teaching – Fleming Model
- Feedback to students & Self-Reflection – Hattie, Sharratt Models - whole class and individual
- Culture of Thinking - Visible Thinking Routines and explicit, targeted teaching to maximize student outcomes
- Years 4-6 BYOD iPads
- Information, Communication & Technology instruction provides access to 'robots' and coding and app creation classes. Specialist Digital Coaches provide one hour per week, mentoring in classrooms and flexible learning environments



- Positive Behaviour for Learning (PBL), underpins our 'Steps for Success' Program'
- Extension programs e.g. Science and Technology Master Classes, Smart Stuff Festival and the Busy Kids entrepreneurial program in Years 5 and 6
- Instrumental Music Programs (Strings, Woodwind, Brass and Percussion)
- WACE – Wednesday Afternoon Curriculum Extension Program in Term 2 which involves students in elective activities which include dance/drama/choir and verse speaking performances, iMovie Trailer, Robotics, Figure It Out (lateral thinking), and STEAM challenges
- Swimming Lessons (P-6)
- Excursions & Incursions Reverse Garbage, P-2 Under 8s Day, Planetarium, Newstead House and Dr Joe Science Show
- Assessment Program – including data-driven tracking of every student, research-based to ensure 'Faces on the Data', Assessment 'for' learning and 'of learning'.

## Co-curricular Activities

**Extra curricula activities:** Norman Park State School provides a range of extracurricular activities which are designed to actively engage and motivate students:

- ANZAC Day and Remembrance Day Assemblies
- Prep Orientation Mornings
- Readers' Cup Challenge
- Premiers Reading Challenge
- Coding Club
- Chess Club
- International Competitions and Assessments for Schools (ICAS)
- Year 5 & Year 6 Interschool Debating Teams
- Year 6 Camp - Canberra Trip
- Year 5 Camp - Bornhoffen
- Years 4 Camp – Runaway Bay Sports Centre
- Year 3 Camp YMCA North Pine Dam
- Junior and Senior Choirs
- Instrumental Music Ensembles, Lessons and Camps – Strings and Band
- Concerts - Choirs and Instrumental Music Ensembles each semester
- Public Music Performances e.g. MusicFest, Fanfare and Anzac Day Ceremonies
- Norman Park State School Musical (2017)
- Wednesday Afternoon Curriculum Extension (WACE) Showcase (2018)
- Awards' Night
- Year 6 Graduation Ceremony at Parliament House
- Swimming Carnivals
- Swimathons, Lapathons or Spellathons
- Interschool, Intra-school, District & Regional Sporting trials and competitions
- After School Sports – Hamptons Swim School, Fitness Club, Kick Dance, Tae Kwon Do, Sporting Schools - sports coaching funded through the Federal Government
- Student Leadership Program e.g. Halogen Student Leadership Day, Parliament House, International Women's Day, Chaplaincy High Tea
- P&C Association Events e.g. Swim Club, Trivia Night, Blues and Bling Ball, Father's Day Breakfast, Mother's Day Stall, Father's Day Stall and Christmas Stall

## How Information and Communication Technologies are used to Assist Learning

Our Information Communication Technologies are integrated across the curriculum. Each classroom has a data projector and Easi-View which allows for the integration of digital learning and the facilitation of learning using Curriculum into Classroom (C2C) units of work and other resources. In 2017 and 2018 we engaged three Digital Coaches to support teachers to further their pedagogical learnings and improve student outcomes.

The purchasing of other ICT resources funded through the NPSS and P&C Association's budget also contributed to the ability of staff to support student ICT learnings. These included 14 iPads to build on our BYOD iPad Project in Years 4 to 6 (2017), replaced 2 data projectors and interactive whiteboard and purchased 14 ProBook laptops. All classroom teachers, teaching greater than one day per week, have their own iPad for teaching and learning. We continue to purchase the annual Microsoft and Wi-Fi Access Agreements.

In 2017 the Digital Technologies focus was supported by a Practitioner Research Project that used the Inquiry Cycle model to improve staff pedagogical practices that focussed on teaching and learning not the 'digital tool'.

## Social Climate

### Overview

Norman Park State School has a strong family and community atmosphere. The majority of our parents are very happy with the supportive atmosphere at our school as indicated by survey results. We also had a school chaplain in 2017 who was an additional staff support in our school, including those students requiring pastoral care. In 2018 we are aiming to continue this support.

We have a proactive Responsible Behaviour Plan at Norman Park State School which is reflected in a high level of rewards being distributed to students as part of our *Steps to Success* program and our end of term *Reward Day*. The behaviour of the students is reflected in our positive school atmosphere which provides an environment that is conducive to learning.



In 2017, we continued to embed the well-researched Positive Behaviour for Learning data-based behaviour support program. It provides the school with an overarching whole-school scheme under which our school has continued to maintain a positive place for all members of our community.

The *satisfaction* of our community members is highly evident in the results of the DETE School Opinion Surveys. The parent surveys, in 2016 and 2017, provided a greater breadth of feedback as it was disseminated to a much broader number of parents in our school community.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	96%	99%
this is a good school (S2035)	100%	96%	96%
their child likes being at this school* (S2001)	100%	97%	99%
their child feels safe at this school* (S2002)	98%	97%	99%
their child's learning needs are being met at this school* (S2003)	98%	94%	99%
their child is making good progress at this school* (S2004)	100%	94%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	91%	94%
teachers at this school motivate their child to learn* (S2007)	100%	93%	96%
teachers at this school treat students fairly* (S2008)	100%	91%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	91%	96%
this school works with them to support their child's learning* (S2010)	98%	93%	97%
this school takes parents' opinions seriously* (S2011)	98%	89%	93%
student behaviour is well managed at this school* (S2012)	96%	91%	84%
this school looks for ways to improve* (S2013)	98%	96%	99%
this school is well maintained* (S2014)	96%	96%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	98%	97%
they like being at their school* (S2036)	98%	99%	95%
they feel safe at their school* (S2037)	98%	98%	96%
their teachers motivate them to learn* (S2038)	98%	98%	96%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	98%
teachers treat students fairly at their school* (S2041)	97%	98%	96%
they can talk to their teachers about their concerns* (S2042)	92%	95%	94%
their school takes students' opinions seriously* (S2043)	90%	94%	92%
student behaviour is well managed at their school* (S2044)	88%	96%	89%
their school looks for ways to improve* (S2045)	95%	98%	95%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
their school is well maintained* (S2046)	98%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	95%	97%	96%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	98%	90%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	93%	80%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	96%
student behaviour is well managed at their school (S2074)	100%	90%	96%
staff are well supported at their school (S2075)	100%	100%	98%
their school takes staff opinions seriously (S2076)	100%	97%	96%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	98%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	97%	98%

\* 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

Many parents are involved in a range of classroom activities and actively participate in excursions and community events at Norman Park State School.

Parents contribute towards the strategic direction of the school via the membership of the Norman Park State School Council established in 2015, P&C Association, the Gateway Learning Community (cluster school's network) and our Parent Representatives who attend forums each term.

Our School Council has the following functions for guiding the broad strategic direction of the school:

- monitoring the school's strategic direction;
- approving plans and policies of the school of a strategic nature and other documents affecting strategic matters, including the annual estimate of revenue and expenditure for the school;
- monitoring the implementation of the plans, policies and other documents mentioned above;
- advising the school's principal about strategic matters

The Norman Park State School P&C Association is a very supportive body of community minded people, parents and citizens, who assist the school in providing:

- feedback on school policies and activities
- additional resources to be used to enhance student learning
- parents with opportunities to be involved in their child's education

Support is highly valued and teams work cohesively with the school Principal and the school community in a productive partnership to achieve the best possible outcomes for students.

### Respectful relationships programs

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

This is achieved through our *STEPS* Program, which is emphasized throughout our school every day. *STEPS*, stands for everyone being: Safe, Tolerant, Engaged, Persistent and Successful.



## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	1	4
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns.

Norman Park State School endeavours to reduce its environmental footprint by switching off appliances when not in use and via the strategic use of water, using tanks to irrigate the oval and top up the pool water. Solar panels on G Block support sustainability in the school and the pool is heated through solar energy.

During 2017 our Farm was renamed *The Hidden Garden* after a whole-school competition. It has been rejuvenated by Norman Park State School families who have a passion for this remarkable area to provide a quiet oasis and a place to explore naturalistic initiatives. Interested staff members and parents now make this space available on Wednesday mornings and Thursday play breaks.

We recycle paper with Eco Bins in classrooms and the Library and have Brisbane City Council recycling wheelie bins around the school. Prep students also attend *Reverse Garbage* incursions.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	184,997	1,761
2015-2016	182,725	2,672
2016-2017	182,008	1,529

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.

## 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 <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

GO

Sector:

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Non-government

SEARCH

Where it states '**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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	34	17	0
Full-time Equivalent	28	11	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	7
Bachelor degree	25
Diploma	2
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2017 were \$61387.81.

The major professional development initiatives are as follows: Practitioner Research Project (Digital Leadership pedagogy), Leadership, Staff Annual Performance Review and Developing Performance Framework, Mentoring Beginning Teachers, Operational, Melbourne Edutech Conference, Gifted and Talented Inclusion.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	92%	92%

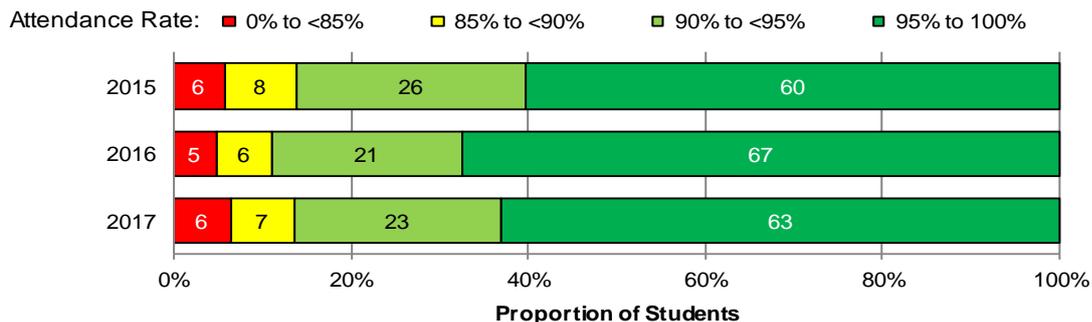
\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	94%	95%	95%	95%	95%	94%	96%
2016	95%	95%	95%	95%	95%	96%	96%
2017	96%	95%	96%	95%	94%	96%	94%

##### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 electronically in OneSchool twice daily, at the commencement of the school day and after second break. Administration Office staff record and track student attendance and report any concerns to the Principal.

Families are supported to encourage their students to attend school regularly.

Phone calls are made and meetings are offered to discuss any concerns and further options are accessed as required to enable consistent student attendance.

Parents notify the school of student absences via the School Absence Hotline or email the office administration team.

Unexplained Absences are then followed up via an SMS text to parents, who are expected to respond to explain the absence.

A letter is sent to parents of students who have unexplained absences.

## NAPLAN

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**.

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Non-government

Where it states **'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.