



Norman Park State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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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 is our Norman Park State School Musical.

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 Support 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; Robotics Club; Chess Club; Sporting Schools program, Science and Technology Master Classes linked with our local secondary school, 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 Management Plan, based on PBL (Positive Behaviour for Learning) which focusses on our STEPS to SUCCESS explicit Social Skills Program, and the implementation of the BOUNCE BACK resilience training, in 2017.

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 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, Uniform Shop, Music Support and a Parent Network. 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 per our school vision 'Reaching our Potential - Aspiring for Personal best' and as our motto continues to inspire us 'Onwards and Upwards'.

Principal's Forward

Introduction

Our Core Priority for 2016 is 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 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 focus areas will continue as follows:

- Improving Spelling Outcomes
- Improving Numeracy Outcomes
- Improving Writing Outcomes
- Continuing implementation of the Australian Curriculum – English, Mathematics, Science, History, Geography and implementation in Languages: French and Physical Education
- Refinement and consolidation of our Pedagogical Framework into teaching and learning: Fleming Explicit Teaching Model, Positive Behaviour for Learning Framework and Culture of Thinking – Visible Thinking Routines
- Exploring and implementing digital technologies for learning in Years P-6

School Progress towards its goals in 2016

2016 School Improvement Agenda Strategies

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

Priorities that have been achieved include:

- *Embed a shared understanding of pedagogical practices to teach Reading*
- *Establish a two hour Literacy block – 3 days per week, as minimum*
- *Continue to use across the school the Fleming Explicit Teaching Model as part of the teaching of reading: Warm-Ups; I Do; We Do; You Do; Plough-Back*
- *Establish individual student reading learning goals known by students and parents*
- *Continue the use of a variety of quality teaching resources to enhance the explicit teaching of the NPSS 12 Literacy Comprehension Skills*
- *Connect the use of comprehension strategies across all Learning Areas*
- *Focus on Instructional Leadership in Reading to build teacher capacity and leadership density through observation, feedback and mentoring, using Walkthroughs and Learning Journey models*
- *Training Deputy Principal and Years P-6 Reading Team Leaders in 'Reading to Learn' (David Rose) program*
- *Coaching Deputy Principal & HOC to improve 'ways of working' with staff*

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 4 spelling stages into the school program- Phonological, Visual, Morphemic, Etymological*
- *Teach common word lists consistently across cohorts*
- *Include whole class explicit and small group, focused teaching of spelling and activities where students can select, use and evaluate their own spelling*
- *Continue the explicit teaching of spelling using the Fleming Model: Warm-Ups; I Do; We Do; You Do; Plough Back*
- *Embed spelling into everyday classroom practices*
- *Develop a shared understanding amongst teachers and teacher aides*
- *Partake in Instructional Leadership visits with spelling as a focus to build teacher capacity, leadership density and improve spelling pedagogy through observation, feedback and mentoring via leadership team & staff, staff to staff and/ or external 'experts'*
- *Develop consistent assessment spelling practices from P- 6 by implementing common evaluative processes, analysis of results and discussions to inform future teaching*

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:

- *Consolidate the numeracy alignment to the Fleming Explicit Teaching Model: Warm-Ups; I Do; We Do; You Do; Plough-Back*
- *Consolidate the use of 'New Wave Mental Maths Teaching Routines' as Warm-Ups to develop automaticity and transference of knowledge into long term memory*
- *Use the Fleming Explicit Teaching Model and Mental Maths Teaching Routines as a focus for Instructional Leadership to build teacher capacity and leadership density through observation, feedback and mentoring e.g. leadership team & staff, staff to staff and/or external 'experts'*
- *Ensure a range and balance of assessment tools are being used (diagnostic, formative and summative) to support quality teaching and reporting*
- *Embed the use of a consistent mathematical diagnostic test, once per term (Prep – Year 6)*

Future Outlook

- *Incorporate homework number fact rote learning expectations per year level Years 2-6*

2017 Annual Implementation Plan Focus Areas Based on 2017-2020 School Strategic Plan

ACADEMIC EXCELLENCE

Actions	Targets	Timelines
Increase student literacy and numeracy achievements	2017 School Improvement Agenda	Monitor and report each term
Increase teacher expertise in curriculum knowledge and selection of teaching strategies	100% teachers engaged 60% classes expert practice	Annually
Improve staff abilities to exhibit professional and collective responsibility for improving student learning and well-being	100% of teachers Wellbeing plan endorsed	November
Challenge and extend students to meet learning aspirations	30% teachers engaging in providing G&T extension activities	End Semester 1

TECHNOLOGY IN ACTION

Enable students to have foundational skills that springboard them into the future	50% students (Years 3-6) accessing Digital Technology curriculum	Each semester
Increase technology skills and experience among all staff	30% teachers (Years 4-6)	November 2017
Motivate students with curriculum that 'reflects real life' and motivates students	10% students participating in IT projects (Years 4-6)	1 year level per term
Utilise data to underpin decisions about teaching and learning	30% of total data is collected	End of each term

SET FOR SUCCESS

Build student capacity to use key thinking skills and expose them to experiences and possibilities	Years 4-6	October
Use critical and creative thinking skills to enhance learning.	70% classes completing Walkthroughs	End of Semester 1
Build resilience in students to try new things and not fear failure	70% students 'verbalising' resilience strategies	End Sem 1 Survey Mid term End Term 3 September
Create a community of learners who think globally and act locally through intercultural understanding and ethical behaviour	3 Celebrations communicated in newsletter	Implement end Term 1 Target November

EFFECTIVE FOUNDATIONS

Build an ethos around a commitment to excellence and well-being	Develop and publish school plan	Term 2 Term 3 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	Establish plan	November
Deliver seamless productive outcomes via efficient systems	Establish feedback systems	Monthly

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	450

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	483	226	257	10	97%
2015*	444	213	231	6	97%
2016	445	219	226	10	96%

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 2016, 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

Overview

Our parents have a positive attitude to learning and support and reinforce learning at our school. Our ICSEA value in 2016 was 1132 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	2014	2015*	2016
Prep – Year 3	22	24	23
Year 4 – Year 7	27	26	25

*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.



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 Robotics instruction and coding 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/musical performances (e.g. School Musical or Wakakirri), iMovie Trailer, Robotics, Figure It Out (lateral thinking), STEAM challenges, Boomerang Art and Team Building activities
- 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 – teaching staff monitor students' knowledge to inform their teaching, 'as' learning – students reflect and monitor their own progress and 'of' learning – at the end of learning, to gather evidence

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
- 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) & Wakakirri (2016)
- Awards' Night
- Year 6 Graduation Ceremony at Parliament House
- Swimming Carnivals
- Interschool, Intra-school, District & Regional Sporting trials and competitions
- After School Sports – Hamptons Swim School, Ginger Sports, 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, Bush Dance, Father's Day Camp Out, 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 an interactive whiteboard, 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. During 2016 we continued to engage an Information Communication Technologies' teacher to work with students and teachers in our Computer Lab and teachers have continued to further their pedagogical learnings to improve student outcomes. In 2017 we have expanded this initiative to include three Digital Coaches to support their teaching colleagues.

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 15 iPads to build on our BYOD iPad Project in Years 4 to 6 (2016), an iPad Trolley, replaced data projectors and purchased 10 new 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.

Our 2017 Digital Technologies focus continues to foster staff capacity to build on Content, Pedagogical and Technological Knowledges.

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 have a school chaplain who is an additional staff support in our school, including those students requiring pastoral care.

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 2016, we continued to embed the well-researched Positive Behaviour for Learning data-based behaviour support program as per the audit recommendations and community consultation. It has provided 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 survey, in 2016, 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	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	99%	100%	96%
this is a good school (S2035)	96%	100%	96%
their child likes being at this school* (S2001)	99%	100%	97%
their child feels safe at this school* (S2002)	99%	98%	97%
their child's learning needs are being met at this school* (S2003)	99%	98%	94%
their child is making good progress at this school* (S2004)	99%	100%	94%
teachers at this school expect their child to do his or her best* (S2005)	99%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	98%	91%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	98%	100%	93%
teachers at this school treat students fairly* (S2008)	96%	100%	91%
they can talk to their child's teachers about their concerns* (S2009)	98%	100%	91%
this school works with them to support their child's learning* (S2010)	98%	98%	93%
this school takes parents' opinions seriously* (S2011)	94%	98%	89%
student behaviour is well managed at this school* (S2012)	96%	96%	91%
this school looks for ways to improve* (S2013)	99%	98%	96%
this school is well maintained* (S2014)	92%	96%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	96%	98%
they like being at their school* (S2036)	96%	98%	99%
they feel safe at their school* (S2037)	96%	98%	98%
their teachers motivate them to learn* (S2038)	99%	98%	98%
their teachers expect them to do their best* (S2039)	99%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	98%
teachers treat students fairly at their school* (S2041)	92%	97%	98%
they can talk to their teachers about their concerns* (S2042)	91%	92%	95%
their school takes students' opinions seriously* (S2043)	90%	90%	94%
student behaviour is well managed at their school* (S2044)	86%	88%	96%
their school looks for ways to improve* (S2045)	97%	95%	98%
their school is well maintained* (S2046)	89%	98%	97%
their school gives them opportunities to do interesting things* (S2047)	94%	95%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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)	100%	98%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	96%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	98%	100%
student behaviour is well managed at their school (S2074)	98%	100%	90%
staff are well supported at their school (S2075)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	100%	100%	97%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	95%	98%	100%
their school gives them opportunities to do interesting things (S2079)	95%	97%	97%

* 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	1
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.

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 gas and solar energy.

During 2017 our Farm was renamed *The Hidden Garden* after a whole-school competition and this excitement is continuing to grow. 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 all classrooms and the Library and use six yellow Council recycling wheelie bins around the school. Student also attend *Reverse Garbage* incursions.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	185,411	588
2014-2015	184,997	1,761
2015-2016	182,725	2,672

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

School name

Suburb, town or postcode

Sector:

Government

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 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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	32	17	0
Full-time Equivalents	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	22
Diploma	3
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 2016 were **\$62,579.74**.

The major **professional development** initiatives are as follows: Reading to Learn, Students with Disabilities, Practitioner Research Project, Robotics and Coding, Leadership, focus on teaching of reading, teacher cohort planning.

The proportion of the teaching staff involved in professional development activities during 2016 was **100%**.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	96%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	95%	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 2016 for all Queensland Primary schools was 93%.

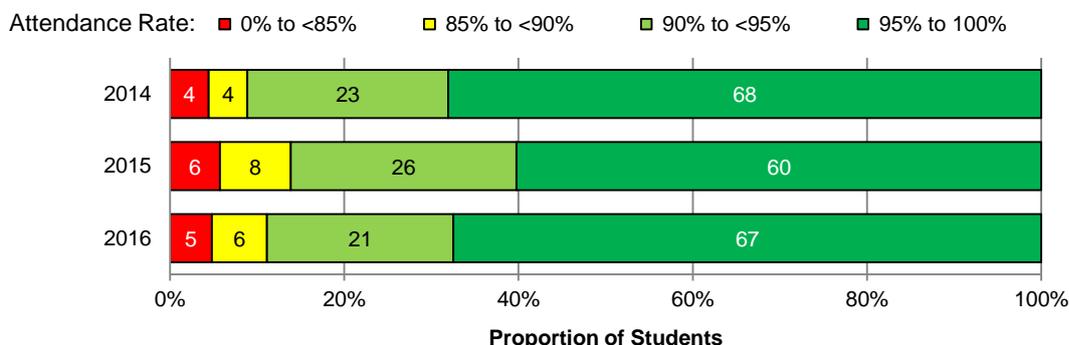
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	96%	95%	96%	95%	96%	96%	95%					
2015	94%	95%	95%	95%	95%	94%	96%						
2016	95%	95%	95%	95%	95%	96%	96%						

*Attendance rates effectively count 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:



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.

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 weekly 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/>.

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Find a school

School name

Suburb, town or postcode

Sector:

Government

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.

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