Moreton Downs
State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Moreton Downs State School is just 21 years old and situated to the North of Brisbane in the suburb of Deception Bay. The school has a growing reputation across a district which has substantial new housing developments in the vicinity. The School Motto of: Growth Through Knowledge aims to foster a culture framed by high expectations.

The school enrolment is approximately 700 students from Prep to Year 6. Quality programs are offered to our students in all KLAs as we deliver the Australian Curriculum. There is a distinct focus on Literacy and Numeracy. We adapt, refine and differentiate Queensland's Curriculum into the Classroom (C2C) units.

Our school has a philosophy of inclusion which provides the individual care and attention required for children to achieve at their own level. Significant emphasis is placed on providing a learning environment where all students feel safe and supported in promoting our five expectations: be Respectful, be Responsible, be Safe, be Resilient and be a Learner.

Our school takes great pride in maintaining a strong sense of family through our commitment to shared ownership of student outcomes and developing parent skills through the provision of parent learning opportunities.

Improving teacher pedagogy through an explicit Collegial Engagement Framework maintains a clear focus on excellence in the school. A strong extra-curricular program exists, particularly in the areas of Sport and The Arts, with the school having success in sporting, choir and instrumental competitions. School attendance has improved over recent years and reflects a growing valuing of school and education in the community.

Distinctive features about the school include a growing alignment of our Positive Behaviour for Learning (PBL) approach and strong district and regional leadership in school sport. Recent extension activities have focussed on student leadership, robotics, coding and guided reading approaches across the school. The capacity of the school to offer such diverse and inclusive offerings comes from the passion and commitment of the staff. Staff go 'above and beyond' to ensure all students are provided an opportunity to enrich their education so it may meet their particular need.

Our community supports the school with a growing band of parents assisting in fundraising and school operations. This is guided by a small but dedicated parents and citizens group.

Our key focus areas articulated in our school Explicit Improvement Framework are in the areas of Reading, Numeracy, Upper 2 Bands and Attendance. NAPLAN results indicate that we provide strong intervention programs for the needs of our students in the lower bands. Data is driving our work to enhace acheivement in the upper two bands.

Our school receives substantial Investing for Success (I4S) funding which allows dedciated support to maintain low class numbers, significant support for individuals with learning needs and a generous investment in Information and Communication Technology resources.

Principal's Foreword

Introduction

Thank you for reading our school's annual report for the 2016 school year. This report will provide you a range of information about our effort, performance and endeavours during the year. A relatively new school Moreton Downs State School has already developed a strong tradition of providing quality learning experiences to the students of Deception Bay. With our mantra – **Growth through Knowledge**

School Vision
To provide learning opportunities for all students, that balance academic, social, emotional and physical development and to extend students to reach their individual potential in becoming contributing members of a changing society.

Statement of Purpose
Our school has a dedicated and supportive staff with a common purpose which includes:
- Extending life opportunities for all students
- Raising the bar towards excellence to ensure students reach their potential
- Balancing the growth of individual potential

School Values
- Staff working together as a professional family
- The sharing of our successes and challenges
- A focus on commitment, consistency and continuity
- A clear focus on improving literacy and numeracy
- The encouragement of students to become self-managing and independent
- The rights of all students to learn in a supportive school environment
- A belief in Life Long Learning.
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The school has a strong focus on providing all students with the skills necessary to be successful life-long learners, whilst being responsible global citizens. Key focus areas include:

- Literacy (explicit focus on reading), Writing, Upper Two Bands (NAPLAN) and Attendance – are central to our 'Investing For Success' projects
- Inclusion. enrichment and extension
- A pedagogical framework approach based on The Art and Science of Teaching^R (Marzano) and moving towards a feedback and coaching culture for the school, guided by our Collegial Engagement Framework
- Positive Behaviour for Learning - embedded in our five keys – Be Responsible, Be Resilient, Be Safe, Be Respectful and Be a Learner.
- Strong partnerships with community groups and volunteers, including building early year and high school transition practices

The school develops the personal strengths and talents of all students, through dynamic learning programs that create a community of life-long learners. An integrated curriculum is delivered: where literacy, numeracy and ICT's are used within a learning program that develops children's thinking and problem-solving skills. Differentiation and enrichment are key foci which are embedded in strong team based approach, including year level planning.

The school works in numerous networks and clusters to enhance opportunities to learn and deprivatise practices.

School Progress towards its goals in 2016

As described in the school's explicit improvement agenda a range of key actions were undertaken in literacy, numeracy, attendance and upper 2 bands. Key comments on these actions include:

Literacy
- There has been growth in the embedding of a shared understanding and pedagogical practice of reading procedures
- Work continues on aligning the reading framework to Pearson's Gradual Release of Responsibility Model
- There is continued use of a variety of quality teaching processes and resources to support the development of the literacy skill of inference e.g.: QAR, Sheena Cameron Writing Strategies
- Work continues on the use of reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback

Numeracy
- Considerable success is evident on embedding Numeracy Rich Routines that address key aspects of number
- Culmination of work with the regional Success Program in maths has seen a deeper knowledge in the teaching of Mathematics
- A greater range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- We continue to build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content and develop the Proficiencies of Fluency, Understanding, Problem Solving and Reasoning
- Work continues in developing Computational Fluency understanding and strategies such as Practice and deepen number facts

Attendance
- On-going work continues around regularly analysing trends in attendance data at the whole school, class and individual student level.
- Enhanced strategies for communicating and promote student attendance rates in the wider community have occurred.
- Continued proactive and reactive strategies have seen an increase student attendance, with more work to be done

Upper 2 Bands
- A variety of processes, according to student needs are beginning to be attended to maximize the number of students in the U2B
- Planning cycles now include explicit reflection on providing challenging learning experiences that further develop reading and numeracy expertise
- There is explicit inclusion within planning for differentiation strategies across all year levels

Future Outlook

Literacy
- At MDSS we will continue to attend to 8 Aspects of Reading: Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Text and Textual Features, Knowledge of the World and Comprehension. As well Teachers will continue to provide a systematic, direct and explicit phonics program using Sound Waves Foundation.
- Further embed a shared understanding and pedagogical practice of the 5 reading procedures
  i.e. *1.Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.*
- Continue to align reading framework to Pearson's Gradual Release of Responsibility Model
- (Refer Framework for the Teaching of Reading)
- Ensure the 5 aspects of reading are explicitly addressed
  ie: *1.Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4.Text and Textual features; 5. Knowledge of the World*
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of inference e.g.: QAR, Sheena Cameron Comprehension Strategies
- Further enhance comprehension strategies into the reading procedures

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- Refine practices in the teaching of Writing, based on Sheena Cameron's Writing process
- Use the reading procedures as a focus for Instructional Leadership and coaching to build teacher capacity through observation and feedback, based on Mazarno's Art and Science of Teaching
- Complete a thorough interrogation of NAPLAN data - 2015 / 2016 in preparation for 2017 NAPLAN and identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in reading

Numeracy
- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources ie PAT M
- With HODRS support and cluster opportunities (Best Practice Networks), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content and develop the Proficiencies of Fluency, Understanding, Problem Solving and Reasoning
- Embed Computational Fluency understanding and strategies such as practice and deepen number facts

Attendance
- Create a school attendance management plan and team to guide improvement strategies
- Regularly analyze trends in attendance data at the whole school, class and individual student level
- Communicate and promote student attendance rates in the wider community
- Implement both proactive and reactive strategies to increase student attendance

U2Bs
- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)
- Continue to provide challenging learning experiences that further develop reading and numeracy expertise
- Embed further differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations
- Facilitate further explicit planning of differentiation to meet student needs
- Develop an Enrichment strategy and team to drive student enrichment and extension programs

Targets 2017

Student Attendance

93 %

Student Achievement

85% C or better in English, Math and Science

Achievement – NAPLAN

U2B	Yr 3	Yr 5
Reading	35%	35%
Numeracy	30%	30%

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	720	335	385	54	94%
2015*	692	333	359	47	93%
2016	689	337	352	49	94%

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

Moreton Downs State School growth area, continues to be in the early years with 5 prep classes in 2016.

Our enrolments continue to reflect a large percentage (approx. 20%) of Pan Pacific Islanders, with approximately 8% of students identifying as Indigenous. 8% of our students have a language background other than English.

9% of the student population were enrolled in our Special Education Program with continued growth seeing our school employ a Head of Special Education Services in 2016. A large percentage of our SEP students identified with a related Autistic Spectrum Disorder disability.

Our Index of Community Socio Educational Advantage score (ICSEA) for 2016 was 959 (at the 27th percentile) and places 42% of our population in the bottom quartile.

There is a high transient rate which impacts upon the school and the continuity of the educational program, school structures, student outcomes and systemic test results. As a result, a number of students have only been in the school for a relatively short period of time and have not had the benefit of a continuous Moreton Downs State School education.

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	23	22
Year 4 – Year 7	27	26	24
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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Curriculum Delivery

Our Approach to Curriculum Delivery
Our teachers work closely with our Heads of Curriculum, Head of Special Education and Support Teachers Literacy and Numeracy to regularly review planning and learning contexts to ensure strong links between curriculum intent, learning activities and assessment.

Moderation in school and across schools is used as a reflective tool. There is explicit planning based on front-ending assessment. Task sheets, guides to making judgement and criteria sheets are developed and implemented. After initial planning teachers cooperatively align the unit contexts for implementation.

Staff also work closely with our school leaders to improve effective instructional programs, based on data and within our Pedagogical Framework. An instructional process involves teachers in an observation and feedback loop.
There has also been a clear focus on Teacher Mentoring and Coaching particular around the key deliverables in student goal setting and feedback.

Clear demand exists around differentiation and explicit planning for students to meet their individual educational needs. This work continues and includes a metalinguistic program and the early screening of students. As well there is substantial effort in ensuring there are clear benchmarks and strategies to support students' reading throughout the school.

Japanese is taught in years 5 and 6, including Speaking Competitions. Music and Physical Education lessons are taught from Prep through to Year 6.

Teachers plan, teach and assess within the parameters of the Australian Curriculum (v8) guidelines, using C2C as a resource. Primary Connections is utilised for Science. An implementation schedule is in place to familiarize, implement and embed all KLAs before 2020, with HASS, The Arts and Technologies yet to be aligned.

The school utilises a number of different assessment methodologies including
- Pre and post tests to determine prior knowledge and then distance travelled.
- Other diagnostic tests
- Formative assessment items
- Summative assessment items
- Standardised testing such as Pat R/Pat M and South Australian Spelling

At all stages attempts are made to differentiate teaching methods and assessments to meet individual students' needs.

Co-curricular Activities
In 2016 the Pathfinder Learning Program, unique to our school site, offered students choice in the areas of Health and Physical Education, Science, Information Technology and the Arts. This program involved the students taking part in extension activities on one afternoon per week in their area of choice.

Moreton Downs State School boasts a strong PE/Sport program. The school does extremely well in District events with school representatives going on to the next level of competition. This school has won the District Athletics for several years and does well in major game competitions with students representing the school at Regional and State levels.

A Performing Arts Program is implemented, which includes an instrumental program for years 4 - 6, a recorder band from year 4 and the junior choir, years 1 -3 and senor choir, years 4-6. Opportunity is offered for students to take part in performing arts activities throughout the year.

Other valued programs and events such as author visits, transition program for Year 6 to visit the local High School, Student Leadership Program, Senior Badge Program, Excursions and school camps, Arts Council program, Community service involvement , Book Week, Maths Fiesta Days and Under 8's celebrations are on the school calendar. Student leaders are very active in running free dress days and other school lunch activities.

Moreton Downs runs a pre-prep program to assist with transition for students enrolling in Prep. This consists of visits to and from local child care centres and on site parent presentations at Moreton Downs State School.

How Information and Communication Technologies are used to Assist Learning
Student learning is enhanced by the use of ICT's across the curriculum areas. Students have access to pods of computers and iPads in classrooms and computer labs which are utilized throughout the school day. Teachers have access to interactive whiteboards and data projectors in all classrooms.

ICT usage is directed by the Units of Work of the Curriculum to the Classroom Program [C2C]. This includes the generation of student products of work, as sources of communication and display, as sources of information, as assessment and presentations of student learning and for generative communication.

The school is progressing its STEM agenda and in 2016 did some fledgling work in coding and robotics.

Social Climate

Overview

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The school promotes a climate of respect and focused learning. Our growing history and traditions are integral in the day to day running of our wonderful school. Student population is increasing and the wearing of the school uniform is a highly regarded community standard, as is the community support for the school rules. Staff who teach at this school tend to stay for extended periods of time.

An active before and after school care program exists and we work closely with the provider 'Helping Hands.'

The school has the services of a chaplain for 4 days per week. The chaplain plays an integral part in creating a safe and supportive school environment the school has developed a distinct role for the chaplaincy as part of a suite of support services the school provides for students.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	81%	92%	93%
this is a good school (S2035)	92%	92%	96%
their child likes being at this school* (S2001)	100%	97%	93%
their child feels safe at this school* (S2002)	100%	95%	100%
their child's learning needs are being met at this school* (S2003)	89%	85%	93%
their child is making good progress at this school* (S2004)	87%	85%	96%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	77%	95%	93%
teachers at this school motivate their child to learn* (S2007)	87%	92%	93%
teachers at this school treat students fairly* (S2008)	86%	86%	75%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%	86%
this school works with them to support their child's learning* (S2010)	78%	87%	89%
this school takes parents' opinions seriously* (S2011)	79%	89%	82%
student behaviour is well managed at this school* (S2012)	75%	81%	71%
this school looks for ways to improve* (S2013)	89%	95%	81%
this school is well maintained* (S2014)	89%	95%	89%

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%	95%
they like being at their school* (S2036)	91%	96%	96%
they feel safe at their school* (S2037)	90%	97%	96%
their teachers motivate them to learn* (S2038)	98%	99%	97%
their teachers expect them to do their best* (S2039)	100%	96%	96%
their teachers provide them with useful feedback about their school work* (S2040)	90%	95%	97%
teachers treat students fairly at their school* (S2041)	91%	95%	89%
they can talk to their teachers about their concerns* (S2042)	90%	94%	91%
their school takes students' opinions seriously* (S2043)	81%	93%	91%
student behaviour is well managed at their school* (S2044)	80%	87%	84%

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Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
their school looks for ways to improve* (S2045)	96%	97%	96%
their school is well maintained* (S2046)	90%	96%	96%
their school gives them opportunities to do interesting things* (S2047)	90%	96%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	92%	94%	92%
they feel that their school is a safe place in which to work (S2070)	89%	94%	94%
they receive useful feedback about their work at their school (S2071)	81%	90%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	86%	88%
students are encouraged to do their best at their school (S2072)	97%	100%	94%
students are treated fairly at their school (S2073)	94%	100%	92%
student behaviour is well managed at their school (S2074)	69%	77%	65%
staff are well supported at their school (S2075)	72%	90%	73%
their school takes staff opinions seriously (S2076)	77%	83%	81%
their school looks for ways to improve (S2077)	89%	100%	94%
their school is well maintained (S2078)	94%	87%	96%
their school gives them opportunities to do interesting things (S2079)	83%	80%	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.

Parent and community engagement

Our School processes provided links with our school community. Parents were provided with opportunity to attend monthly P & C Meetings where reports about school operations and budget were presented by the Principal and other key staff. Invitations to attend were timely and advertised through our newsletter. The school has a very dedicated P&C executive committee as well as a number of parents actively engaged in P and C subcommittees.

Some parents took part in a range of activities including attendance at assemblies where students shared their work and received awards, as well as parent teacher information evenings and parent teacher meetings which allowed opportunity to discuss student progress.

Parents attended sports days, sporting events and showcase activities which included classroom and special presentations by our school choirs and bands. Parents were invited to excursions and other outings students attended. Parents were also involved in developing and reviewing education and behaviour plans for their students.

Volunteers were engaged to assist student learning, assist the Chaplaincy Program and the RI program.

We communicate to parents through a newsletter (which became digital in term 4), Facebook, email, text message, school sign, web page and mail outs. A number of parents have also utilised the on-line portal QParents.

GO and specialist staff also offer arrange of parent evenings and special support programs such as Tune into Kids and positive parenting programs

There is on-going consultation with parents regarding the adjustments made to assist students with diverse needs to access and participate fully at school.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. It is embedded in the delivered school health curriculum including specific lessons and content around respectful relationships. The school also access the Life Education Van each year to further support work in this area.

The school meets all mandatory reporting requirements when issues are identified and seeks all avenues of support through departmental and interagency avenues.

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The school is part of the Peninsula Education Precinct (PEP) and is delivering initiatives around respectful relationships in the community labelled - *Respect Commit To It*.

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	73	35	21
Long Suspensions – 6 to 20 days	6	0	0
Exclusions	2	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

We are conscious of our environmental footprint and actively remind staff about being energy efficient.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	199,914	0
2014-2015	211,310	
2015-2016	197,790	

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.**

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	50	31	<5
Full-time Equivalents	45	20	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	6
Bachelor degree	33
Diploma	4
Certificate	0

*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 **$37,708.00**

The major professional development initiatives are as follows:

Coaching, Functional Behaviour Analysis, Guided Reading, Computational Fluency and Maths Warm-ups

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.	96%	95%	96%

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.

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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).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	85%	84%

*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	92%	91%	88%	92%	92%	89%	90%	88%					
2015	91%	91%	89%	89%	90%	91%	91%						
2016	92%	90%	92%	91%	89%	91%	91%						

*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:
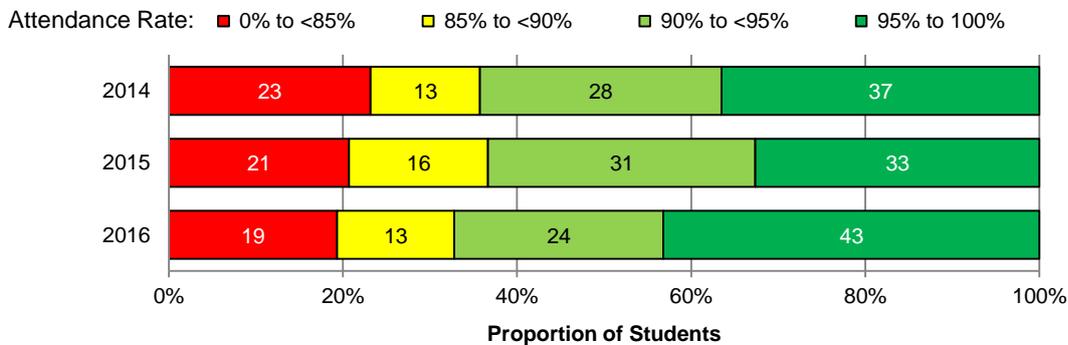
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Enrolment and Attendance at State Schools and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism. Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Roll marking is done electronically twice daily [9.00 and 2.10] and entered directly onto one-school or in the case of relief Teachers on a paper copy roll which is then transferred to One School by administrative staff by 11:00am on the same day. Where a student is absent [unexplained] for 2 days or more, teachers activate a series of measures to ascertain the reason for absences, including a note to Admin staff to follow up as well. The school has funded teacher aide time to dedicate a period of the day where phone calls are made to ascertain why a student is not at school and to follow up on unexplained absences. Where absences continue as unexplained or is not satisfactorily explained, correspondence about compulsory attendance at school is activated by the principal and communicated to families. A record of contact is made of these communications. Parents are advised to seek an Exemption form Compulsory attendance if a child is absent from school for more than 10 days. FTA forms are utilised where appropriate [Failure To Attend 1,2,3,4,5,6]

The Every Day Counts message is continuously advertised to parents through all methods of communication and is linked to the school's PBL focus.
The school has developed an Attendance Improvement Plan and some key proactive positive strategies include short-term and ad-hoc events and reward programs will operate to attend to a particular focus area in the school. Such will be published and communicated with the whole school and celebrated in events or assemblies.
Long-term and systematic process provide a range of positive recognition actions occur for attendance including:

- Fortnightly cohort assembly which provides an opportunity for positive celebrations and reminders around attendance
- The school will create and maintain relevant signage and stepping stones around the school promoting high levels of attendance
- Fortnightly best attendance by class, recognised by trophy, certificate and in newsletter, This award and associated data is managed by Deputy Principal
- Fortnightly most improved attendance by class, is recognised by trophy, certificate and in newsletter. This award and associated data is managed by Deputy Principal
- Each term the class with highest attendance for the period receives a free Pizza Lunch. This reward and associated data is managed by the Deputy Principal
- Once per term all students with 93% attendance of higher go in the draw to win a $25.00 voucher. There is one voucher for each year level. This award and associated data is managed by Deputy Principal

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.**

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

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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.

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