

Hilder Road 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



Contact Information

Postal address:	Kaloma Road The Gap 4061
Phone:	(07) 3511 3222
Fax:	(07) 3511 3200
Email:	principal@hildroadss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Principal, Mrs Jodie Watts

School Overview

Hilder Road State School is a co-educational state primary school with a current enrolment of around 470 students. The school is of modern design set on 6.4 hectares and regularly accessed by local sporting groups. Our school community consists of highly supportive families who value education. Quality teaching, high expectations and a commitment to continuous improvement provide the impetus for maximising student achievement. A consistent and systematic approach to curriculum delivery is undertaken by all teaching staff. As a result, our students regularly perform above national/state benchmarks.

The school is managed via a well defined decision making structure involving staff, parents, students and the wider community. Hilder Road State School strives to ensure that our curriculum recognises, respects and responds to the individual needs of children and aims to prepare students to become confident, capable citizens for the 21st Century. Positive home/school relationships, staff expertise, quality resources and a supportive learning environment provide the foundations for this to occur.

Students in Years 4 to 6 participate in Friday afternoon sport/cultural activities. Instrumental music is offered in Strings, Woodwind, Brass and Percussion. Student participation in choirs from Prep to Year 6 is exceptional and Hilder Road's music ensembles regularly achieve outstanding results in public performances and competitions. The school plays an important role in the community by being a hub for various sporting associations. Cricket and netball clubs are located at the school, with Tae Kwon Do, tennis and chess being offered before or after school.

A structured social skills and leadership development program provides opportunities for students to make a positive difference in a community where 'success is embedded in a culture of care'. Over its 30 years, the school community has developed a sense of pride from the academic, sporting, musical and cultural achievements of our students.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

It is with great pride that I present the Hilder Road State School Annual Report for 2017. In 2017, we continued to implement the Australian Curriculum and dedicated ourselves to improving the quality of teaching and learning across the school to achieve our vision of 'success embedded in a culture of care'. Our professional teaching and non-teaching staff and families worked in partnership to enhance student engagement in class based learning and a range of extra curricula activities including instrumental music, sport, chess, debating, leadership and community service. The high standards of behaviour, learning focus and commitment shown by our students have helped them achieve enviable success. This report chronicles our improvement journey in 2017.

Priority and actions	Progress	Comment												
<p>Reading</p> <ul style="list-style-type: none"> Continue to embed the HRSS Way of Teaching Reading Comprehension across the school and across KLAs, with coaching and modelling as required. Induct new staff into the HRSS way of Teaching Reading, with coaching and modelling. Monitor HRSS Way of teaching practices through Learning Walks and formal observations. 	<p>Completed</p> <p>Completed</p> <p>Completed</p>	<p>NAPLAN results were pleasing with improvements particularly evident in our priority areas of Reading and Numeracy.</p> <p>Mean Scale Scores: KPI</p> <p>Reading</p> <table border="1"> <thead> <tr> <th>Year level</th> <th>2015</th> <th>2016</th> <th>2017 (2015 comparison)</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>468</td> <td>469</td> <td>481 (+13)</td> </tr> <tr> <td>5</td> <td>527</td> <td>550</td> <td>548 (+21)</td> </tr> </tbody> </table>	Year level	2015	2016	2017 (2015 comparison)	3	468	469	481 (+13)	5	527	550	548 (+21)
Year level	2015	2016	2017 (2015 comparison)											
3	468	469	481 (+13)											
5	527	550	548 (+21)											
<p>Numeracy</p> <ul style="list-style-type: none"> Provide Professional Development for leadership team in relation to problem solving in numeracy, to build capacity in data analysis, coaching, modelling and giving feedback. Build upon the work undertaken with Griffith University in 2016 to develop a HRSS way of teaching Problem Solving. 	<p>Completed</p> <p>Completed</p>	<p>Numeracy</p> <table border="1"> <thead> <tr> <th>Year level</th> <th>2015</th> <th>2016</th> <th>2017 (2015 comparison)</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>431</td> <td>453</td> <td>448 (+17)</td> </tr> <tr> <td>5</td> <td>498</td> <td>522</td> <td>535 (+37)</td> </tr> </tbody> </table>	Year level	2015	2016	2017 (2015 comparison)	3	431	453	448 (+17)	5	498	522	535 (+37)
Year level	2015	2016	2017 (2015 comparison)											
3	431	453	448 (+17)											
5	498	522	535 (+37)											
<p>Positive education and Wellbeing</p> <ul style="list-style-type: none"> Continue to implement successful well-being initiatives. Eg. Focused teaching of weekly well-being message, presentation of well-being messages by Feel Good Team, well-being morning tea or lunch for the whole school. Conduct Social-Emotional Well Being survey for upper school students. Implement year level discussions to determine behaviours that students find impact on their well-being, and strategies that can reduce these feelings or instances where this happens. Establish well-being initiatives for the whole school community Eg. yoga, guest speakers (nutrition), coffee mornings, share mindfulness apps. 	<p>Completed</p> <p>Completed</p> <p>Not yet implemented</p> <p>Completed</p>	<p>26 teachers responded to the Wellbeing Program survey, which demonstrated that the program is highly valued by teachers with a range of resources used to support the delivery of the program.</p>												

Future Outlook – Explicit improvement agenda for 2018

Priority and actions	Targets
<p>Literacy</p> <ul style="list-style-type: none"> • Build pedagogical content knowledge of leadership team regarding literacy in the Australian Curriculum • Review impact of whole-school approach to teaching reading in the Australian Curriculum, using relevant departmental frameworks (SIH reflection tool and WSATTR tool) • Build capability of teachers to identify and plan for the reading, writing and thinking demands of AC:English units/assessments • Continue to build data literacy of teachers and leadership team to inform literacy instructional practices and differentiation • Monitor agreed practices in the teaching of Reading and Writing through Learning Walks (LW) and Formal Observations (FO) 	<p>Increase the number of Prep students achieving at or above PM level 11 to 42%</p> <p>Increase the number of students in Year 3 achieving at an A or B standard in AC: English to 55%</p> <p>Maintain NAPLAN MSS results in Yr 3 and Yr 5 Reading and Writing as similar to or above 'like schools'.</p>
<p>Positive behaviour for learning</p> <ul style="list-style-type: none"> • Review the school's Responsible Behaviour Plan for Students (RBPS) • Build capability of leadership committee in DoE's Positive behaviour for learning 	<p>Collaboratively review existing school-wide practices (contained in Responsible Behaviour Plan) to ensure current, evidence-based strategies are embedded within the culture of the school.</p> <p>Increase number of students who agree that 'student behaviour is well managed at my school' to above 80%</p>
<p>STEM (Science, Technology, Engineering and Maths)</p> <ul style="list-style-type: none"> • Monitor teaching practice pertaining to the Teaching of Problem Solving through Learning Walks and Formal Observations • Nominate Tech Ambassador to participate in #qldtechschools initiative • Provide access to coding and/or robotics programs as an extra-curricular option for students 	<p>Achieve 100% of teachers implementing HRSS Numeracy Framework</p> <p>Develop action plan to implement the new AC: Technologies curriculum by the end of 2020</p>
<p>Positive education and wellbeing</p> <ul style="list-style-type: none"> • Continue to implement successful school-wide well-being initiatives for students and staff and review activities against DoE's framework • Conduct a 'Celebrating HRSS' event, with an emphasis on wellbeing and art • Utilise regional AVT-Inclusion to promote and enhance inclusive practices for students with ASD, SLI and ID 	<p>Maintain number of parents who agree that 'teachers at this school are interested in my child's wellbeing' at above 94%</p> <p>Maintain number of students who agree that 'my teachers care about me' at above 94%</p>
<p>Sustainability</p> <ul style="list-style-type: none"> • Continue to implement sustainability programs within the school eg: Fish Creek, EcoMarines Ambassadors, SEP Forest Program 	<p>Maintain number of parents who agree 'this school is environmentally friendly' at above 94%</p>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	457	210	247	1	98%
2016	457	196	261	2	99%
2017	476	216	260	3	98%

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 school community consists of urban families who value education and support the students enthusiastically. The school's community is stable, resourceful, interested and committed to supporting the students to achieve their best. The school's Index of Community and Socio Economic Advantage score (ICSEA) is 1137. The positive attitude to education is reflected in parental expectations, their high level of involvement, as well as in the high levels of achievement attained by our students from the Prep Year to Year 6.

The school has a fairly homogeneous student population, primarily Anglo in origin, with approximately 3% of students belonging to families in which languages other than English are spoken, less than 1% of students are indigenous Australians, and 6% of students are supported with a verifiable disability. A high number of students perform above state and national benchmarks in standardised tests and students, for the most part, are highly motivated to achieve personal bests in both academic and co-curricular pursuits.

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	26	22
Year 4 – Year 6	27	28	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Curriculum delivery at Hilder Road is underpinned by 6 principles: 1. Student-centred planning; 2. High expectations; 3. Alignment of curriculum, pedagogy and assessment; 4. Evidenced-based decision making; 5. Targeted and scaffolded instruction; and 6. Safe, supportive, connected and inclusive learning environments.

The staged implementation of the Australian Curriculum encompassing English, Mathematics, Science, History and Geography continued in 2017.

Other offerings included:

- Mandarin Chinese instruction for Years 5-6.
- Information Communication & Technology instruction supported by a Technology Teacher, Teacher Librarian and eLearning skilled teachers from Prep to Year 6.
- Social Skills/Wellbeing Program (Prep to Year 6).
- Lifeskills and Transition to High School Program for Year 6.
- Responsible Behaviour Plan for Students including a whole school focus on anti-bullying measures.
- Nightingales (Prep), Bluebirds (Year1), Rockin' Robins (Year 2), Junior, Senior and Chamber Choirs.
- Instrumental Music Programs (Strings, Woodwind, Brass and Percussion).
- Sporting Associations/Clubs supported intra-school sports program.
- Interschool, Intra-school, District & Regional Sporting Competitions.
- Swimming (Prep-Year 6).
- Public Speaking competition.
- Student Leadership program (Years 4 to 6) incorporating a Student Council, Sports and Music Leadership activities in Year 6 with eligible Year 5 students awarded a Leadership Pin.
- Assembly Leadership and the Feel Good Team (Year 6).
- Reading Friends and Reading Buddy Programs.
- Extension programs with The Gap SHS including Maths and Art along with Cluster Programs for high performing students which include GRIPPS (Instrumental Music), Readers' Cup and Bardon Young Writer's Camp.

How Information and Communication Technologies are used to Assist Learning

At Hilder Road State School computers/digital devices are used as an integral tool for teaching and learning across most learning areas. All classrooms have interactive whiteboards and we provide a high level of student access to networked computers in the classrooms. Two [2] computer labs and 5 class sets of iPads are available for teaching and learning.

Students are supported, encouraged and challenged to extend their prior knowledge using computers and other technologies. A specialist Technology teacher supports students, teachers and parents two days per week and eLearning specific professional development, particularly in the effective use of iPads in the classroom, helps all teachers increase their capability in using ICTs to enhance student learning. Together with the Head of Teaching and Learning, the Technology teacher also provided development for teachers on the Design and Digital Technologies Curriculum. IT technical support is also available each week.

Teachers explicitly plan to support students to research, investigate, design, create, evaluate and communicate using contemporary technological resources and devices. Teachers are supported in their endeavours to improve capability in effectively using a range of eLearning devices to enhance student learning. The Technology teacher, Curriculum Coordinator, Teacher Librarian and classroom teachers worked co-operatively to enhance their ICT capabilities for the benefit of students.

Social Climate

Overview

Our school community works together to promote the high expectations of our Hilder Road State School members, parents, staff and students. Our school expects and receives support from students and parents in the implementation of our improvement agenda and vision.

Hilder Road State School's Responsible Behaviour Plan, our Wellbeing/Social Skills Program and anti-bullying strategies are supported by parents, students and staff. In 2017, our approach to developing responsible behaviour focussed on building and maintaining positive relationships with students and families.

The community of Hilder Road State School is committed to achieving excellence in learning. Respectful relationships and successful outcomes are possible due to the safe and cooperative climate that has been built. The school community recognises, accepts and values individual differences. Teachers provide a challenging and engaging 'real-life' curriculum for the students to maximise learning opportunities and outcomes. This curriculum is not only reflective of our community's values but also promotes the development of capable, competent citizens of tomorrow.

In the 2017 School Opinion Survey, 100% of parents expressed agreement that their child was getting a good education at Hilder Road State School, and 98% indicated that 'their child feels safe at this school'. Similarly, 92% of students indicated that 'they like being at their school' and 93% indicated 'they feel safe'. Opinion survey data also showed that 100% of staff 'enjoy working at their school'.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	93%	100%
this is a good school (S2035)	97%	94%	98%
their child likes being at this school* (S2001)	97%	97%	98%
their child feels safe at this school* (S2002)	100%	97%	98%
their child's learning needs are being met at this school* (S2003)	93%	89%	95%
their child is making good progress at this school* (S2004)	93%	89%	92%
teachers at this school expect their child to do his or her best* (S2005)	99%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	87%	97%
teachers at this school motivate their child to learn* (S2007)	92%	87%	88%
teachers at this school treat students fairly* (S2008)	91%	87%	81%
they can talk to their child's teachers about their concerns* (S2009)	94%	90%	97%
this school works with them to support their child's learning* (S2010)	88%	88%	90%
this school takes parents' opinions seriously* (S2011)	91%	87%	93%
student behaviour is well managed at this school* (S2012)	93%	82%	86%
this school looks for ways to improve* (S2013)	95%	93%	93%
this school is well maintained* (S2014)	91%	89%	97%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	93%	94%	99%
they like being at their school* (S2036)	91%	91%	92%
they feel safe at their school* (S2037)	90%	94%	93%
their teachers motivate them to learn* (S2038)	92%	95%	98%
their teachers expect them to do their best* (S2039)	98%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	96%	96%
teachers treat students fairly at their school* (S2041)	76%	85%	85%
they can talk to their teachers about their concerns* (S2042)	74%	88%	87%
their school takes students' opinions seriously* (S2043)	80%	84%	81%
student behaviour is well managed at their school* (S2044)	78%	74%	79%
their school looks for ways to improve* (S2045)	91%	96%	97%
their school is well maintained* (S2046)	79%	92%	91%
their school gives them opportunities to do interesting things* (S2047)	82%	91%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	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)	97%	100%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	85%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	100%
student behaviour is well managed at their school (S2074)	97%	86%	97%
staff are well supported at their school (S2075)	97%	97%	93%
their school takes staff opinions seriously (S2076)	97%	96%	96%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	94%	97%	93%
their school gives them opportunities to do interesting things (S2079)	100%	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

We see parental involvement as critical to the success of student learning. Parents are welcomed at all levels of school life. Whether it be working in the classroom to assist with reading, numeracy or art activities or accompanying students on excursions, camps or swimming lessons or as part of the school decision making groups, our school values the contributions made by parents.

Our aim is to establish a safe, supportive and cooperative environment where the school and wider community work together. Parents receive information and in some cases training in a variety of school programs eg. Support-A-Reader Strategies, and the school and P&C Association work well together for the benefit of our students. The strength of this partnership underpinned a number of successful events in 2017 including:

- 'Meet the Teacher' Evening,
- Parent/Teacher Interviews,
- Sports' Carnivals,
- Planting Days at Fish Creek,
- Under 8s Morning,
- Whole School Wellbeing Mornings,
- Mother's Day Stall,
- Discos,
- Trivia night, and
- various Music Concerts.

We encourage all parents and carers to become part of the Hilder Road 'family' by:

- Attending School Assemblies each Thursday,
- Participating in the 'Dinner Time Talk' program,
- Assisting with school sports carnivals as well as Interschool, District and Regional Sport,
- Attending year level and whole school celebrations of learning success,
- Supporting extra or co-curricular or extension activities,
- Participating in Parent Information evenings, Parent Teacher interviews and Class Culmination activities,
- Offering to assist at Excursions and Camps,
- Joining the P&C Association or School Council,
- Becoming a P&C Parent Class Representative,
- Attending Parent Forums and training programs,
- Volunteering in the Tuckshop, Uniform shop, or P&C Fundraising events such as Trivia Night and the School Carnival,
- Helping to organise the Year 6 Graduation,
- Attending Musical celebrations and events that showcase our talented students.

The Student Support Committee meets fortnightly to determine appropriate actions to support students with special needs. Parents/Carers, teachers and specialist staff work collaboratively to develop, implement, monitor and review strategies that are designed to assist students with diverse needs to achieve success and participate fully in school life.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The school's wellbeing and health programs focus on:

1. Cooperation & Connecting, Classroom Routines, Rules
2. Friendship & Relationships
3. Feelings & Emotions
4. Communicating
5. Managing Conflict, Assertiveness Training, Bullying & Harassment
6. Resilience
7. Personal Management Choices
8. Mindfulness & Wellbeing / Self Reflection/Feedback
9. Coping with Change / Social Perception

In addition, students in Years 4, 5 & 6 are provided with access to a specialised program focused on sexuality education and protective behaviours.

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	6	4	2
Long Suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

During 2017, Hilder Road State School continued to implement its School Environment Management Plan (SEMP). Hilder Road's P&C aligned 'Fish Creek' team continued its award winning work (State Finalist – Showcase Award for Excellence in Community Engagement) in rehabilitating the creek bank that borders the school. Water saving measures saw a reduction in overall water usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	156,748	2,902
2015-2016	151,738	3,093
2016-2017	158,119	2,254

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	37	19	0
Full-time Equivalent	29	11	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate Diploma etc.**	9
Bachelor degree	22
Diploma	1
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 \$44 598.

The major professional development initiatives are as follows:

- Anaphylaxis and Asthma management training
- Cluster workshops – assessment and moderation
- Reading Strategies Framework and Guided Reading
- Teaching Numeracy Problem Solving
- Robust Vocabulary Instruction and STRIVE
- Australian Curriculum
- Collegial coaching, observation and feedback
- Collaborative planning and differentiation ladders
- Literacy continuum
- Lyn Sharratt workshops – data walls, success criteria
- Digital and Design Technologies Curriculum and ICT
- Inclusive education practices
- Wellbeing program

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%	96%	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 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).	96%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	88%	97%

*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%.

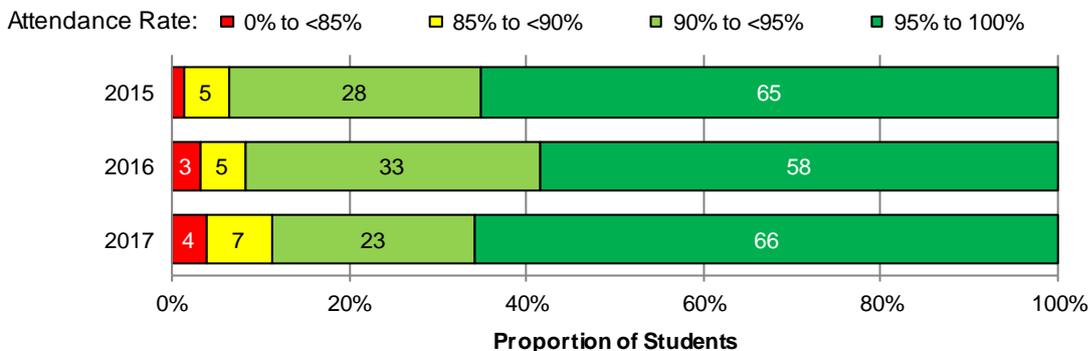
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	95%	96%	96%	95%	96%	97%						
2016	94%	95%	96%	95%	96%	95%	94%						
2017	95%	94%	95%	96%	96%	96%	95%						

*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 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.

Class rolls are marked electronically twice daily, at 9:00 a.m. and after lunch, at 1:50 p.m. Teachers are responsible for the accurate making of rolls and entering codes for non-attendance (ie.holidays, camps, illness etc). In cases where a student is absent and parents have not notified the school, an SMS text is sent to the parents/carers to report the absence and ascertain the reason for the absence. In the case of illness for 3 days or more, parents/carers are asked to supply a medical certificate. Any ongoing absences may be referred to the Student Support Services Committee.

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.



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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.