



Kruger State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Kruger State School was established in 1978 and currently has an enrolment of 1,000 students in Prep-Year 6, including a Special Education Unit. Enrolment trends over time indicate between a 30% and 36% transient rate each year. The community is culturally and economically diverse, with families living in an urban environment. Kruger's skilled and dedicated staff works in teams to implement best practice programs, to refine their professional understandings and to promote high quality teaching and learning across the school. The school implements the Australian Curriculum in English, Mathematics, Science, Geography and History, using Curriculum into the Classroom (C2C) as the main resource. Other Key Learning Areas are Technology, The Arts, Health and Physical Education and L.O.T.E. The school is moving towards a strong focus on Digital Technologies, through building the capability of staff and students to use a range of digital devices. There is an Early Phase iPad program, moving to PCs in the Middle Phase. A coding program is in the initial stages of implementation across the school. Our major emphasis is on Literacy and Numeracy achievement for all students. Our Prep Program balances active, social and cooperative learning with a strong focus on the development of literacy and numeracy skills, particularly reading and oral language. Strategies to continue to improve students' performance include a consistent approach to teaching and learning from Prep-Year 6, with explicit instruction, student goal setting, reflection and feedback. We have a strong focus on differentiated learning across the school. Students are grouped according to needs to allow for support or extension. We have a highly regarded reputation in sports with girls' and boys' championships in rugby union, rugby league, AFL, soccer and basketball. Participation in a large variety of regional and district sporting opportunities is encouraged. Our Kruger Crocs Rugby League Development Program gives some students from Years 4-6 an opportunity for extra coaching, personal development sessions and participation in a variety of competitions. Our Music and Instrumental program includes a virtual classroom with music and composing, and opportunities for students to participate in extra-curricular activities. A Student Leadership focus begins in the junior school with 'teachers of the day', where students take simple leadership roles in their class. Representatives from each Year 4-6 class, together with School Leaders, form our Student Council. This meets regularly to organise student activities and have input into school operations. A Positive Behaviour Support Program has contributed to a positive and engaged student body. There are weekly lessons to teach students consistent expectations for behaviour in all areas of the school. The Kruger Team Expectations are Be Safe, Be Respectful and Best Effort. Students are rewarded for positive behaviour by receiving a variety of rewards, such as "Gotchas" and the Principal's Pride of Kruger Award. Support for students and families on a needs basis is provided by the Guidance Officer and School Chaplain. During lunchtime, we support student participation in a variety of activities and clubs. We strongly encourage parent participation through the Parents & Citizens Association, Presentation and Awards Days, Phase Parades, sporting events and a variety of cultural activities.

Principal's Forward

Introduction

Kruger State School has an Explicit Improvement Agenda which focuses on improving student outcomes, building capacity of our staff and engaging our community. We have high expectations for student's success in learning, particularly in Reading, English and Maths, through quality learning programs that are inclusive and differentiated to meet the needs of individual students. We pride ourselves in our respect for difference and the diverse cultural background of our community. In conjunction with parents and carers we provide a safe, nurturing and challenging environment where each child is given the opportunity to reach their full potential through our mantra of Be Safe, Be Respectful and Best Effort. The School Annual Report is designed to provide a summary of the progress made in achieving the established goals of 2016. This report contains information about what makes Kruger State School unique, including characteristics of the student body, curriculum design and implementation, extra-curricular offerings, Information and Communication Technology (ICT) usage, our supportive school climate, parent partnerships, staff profile and qualifications and the academic performance of our students. It also outlines the student attendance rates in each Year Level and the results of our School Opinion Survey: parents, staff and students. Links to the MySchool Website will show student achievement in the Years 3 and Year 5 National Assessment Program – Literacy and Numeracy (NAPLAN) for 2016.

School Progress towards its goals in 2016

Kruger State School has made significant progress in achieving the 2016 School Improvement goals and continues to embed ongoing Improvement Agendas.

In 2016 significant progress was made in:

- ✓ Embedding research based reading structures from Prep – Year 6 with a focus on guided reading.
- ✓ Targeted, differentiated teaching with regular data analysis and feedback, which informs goals in reading for all students.
- ✓ Embedding of high yield strategies to support increased student performance in English and Reading.
- ✓ Phonemic awareness processes becoming embedded from Prep –Year 3 and beginning implementation from Years 4 to 6.
- ✓ Targeted, extension and intervention process across the school.
- ✓ Embedding of a student iPad program in Prep – Yr 2 and a Digital Literacy program for students in Years 3 & 4

- ✓ Embedding of a Collaborative Planning process to ensure systematic curriculum delivery.
- ✓ Introduction of a calibrated moderation processes.

Future Outlook

The key areas for improvement as defined in the School Implementation Plan for 2017.

- ✓ *Embed reading structures Prep-Year 6, including high yield strategies and regular data analysis which informs ongoing student goals and class reading plans.*
- ✓ *Collaborate, review, using the cycle of inquiry, of the teaching and learning of Mathematics Prep-Year 6.*

The following Improvement areas are ongoing and enable the key areas to be achieved

- ✓ Continued implementation of “Every Day Counts at Kruger State School” strategy to increase student attendance.
- ✓ Building staff capacity through extensive coaching and mentoring and embedding of a feedback culture to ensure maximum student performance and engagement.
- ✓ Use of Class Data Profiles and OneSchool to record, track and regularly analyse student data to inform teaching and learning and student performance conversations.
- ✓ Continued engagement with the Australian Professional Standards for Teachers process
- ✓ Student goal setting in Reading, Number and Personal areas.
- ✓ Refinement of the Teaching and Learning Cycle – WALT & WILF, Warm Ups, I Do, We Do, You Do It Together, You Do and Feedback,
- ✓ Embedding Anita Archer Active Participation strategies
- ✓ Use of the Robust Vocabulary process to explicitly teach vocabulary (Prep – Year 2)
- ✓ The explicit teaching of Synthetic Phonics
- ✓ Implementation of strategies to monitor and support student attendance
- ✓ Development and initial implementation of the Community and Partnership Agreement

Our School at a Glance

School Profile

Co-educational or single sex: Co-educational

Independent Public School: No

Year levels offered in 2016: Prep - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	969	482	487	79	89%
2015*	939	458	481	61	89%
2016	973	472	501	61	92%

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

Kruger State School was established in 1978. It is a school of approximately 1,000 enrolments, with 39 classroom teachers. Our indigenous population is declining and sits at approximately 6% of the student body. The community is culturally and economically diverse with families living in an urban environment. Its ICSEA value is 930 (16th percentile in nation) with 58% of Kruger families falling in the bottom quartile of the socio-economic status. The school is characterised by a growing multicultural student population. 59% of students speak another language at home (LBOTE) with close to 40% of these EAL/D identified students. There is a large Pacifica population in the student body (approx. 55%) with an increasing number of African students (approx 12%). Altogether we have 39 ethnic groups represented in the school.

Our school has a Special Education Unit that supports approximately 26 students with the emphasis being on inclusion into main stream classes across the school in 2016.

Our enrolment continuity from 2015 -2016 was 92%, the highest for some years.

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	24	25	25
Year 4 – Year 7	24	26	26

*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

Our Approach to Curriculum Delivery

Our basic belief is that - Every student can achieve high standards given the right time and right support.

The Kruger Curriculum is intentionally planned using the Australian Curriculum, and the EYCG and is linked to attainable and worthwhile learning goals, feedback and the development of our learners. The Curriculum into the Classroom (C2C) is used as a major resource for teaching and assessment. Our curriculum is planned and enacted to meet the diverse needs of our students and is student-centred through the lens of data inquiry. Collaborative planning develops shared understandings. The curriculum is systematically developed and organised, linked to other curriculum areas and applied in real-world settings. Research and inquiry into professional practice builds deep knowledge thorough understanding of learning areas.

Assessment at Kruger is integral to the teaching and learning cycle. It is fore-fronted in collaborative planning of units to guide focusses and differentiate instruction. At Kruger, we use a range and balance of assessments: summative (Assessment Of), diagnostic (Assessment For) and Monitoring (Assessment As). The purpose and expectations of each assessment are clearly stated and allow students to demonstrate what they know and can do. To ensure consistency of judgment, a calibrated moderation process is used in every year level.

We believe that feedback underpins all teaching, learning and assessment processes. It should be timely, ongoing, instructive and purposeful, progressing towards self-regulation and self-assessment. It is focussed on the quality of student performance. Our Feedback system of Feed Up (Where am I going?), Feedback (How and I going?), Feed Forward (Where to next?) guides and improves teacher practices and student outcomes through partnerships: peers, teacher to student and student to teacher. We welcome feedback from the community.

In addition to the mandated Key Learning Areas of English, Maths, Science, History, Geography, The Arts, Health and Physical Education and Digital Technologies, Kruger State School has the following curriculum offerings:-

- ✓ An effective Prep program that combines active learning with a strong focus on reading, phonemic awareness and development of vocabulary and oral language skills. Our students are also taught independent and lifelong learning skills.
- ✓ A pre-Prep community story time that supports a smooth transition for students into Prep.
- ✓ A strong focus on differentiated learning particularly in reading – booster groups for support and extension.
- ✓ A “Smart Start Program” at the beginning of the year to ensure smooth transition to new Year Level teaching and learning and student management processes.
- ✓ Delivery of consistent curriculum practices through teachers working and planning in Year Level Teams with a focus on explicit teaching, student goal setting, reflection and feedback.
- ✓ Targeted 3 tiered EAL/D program to support our students who have English as a second language.
- ✓ The Language other than English taught in Years 5 and 6 is German.

Co-curricular Activities

Kruger State School has many dedicated teaching and non-teaching staff who willingly give their time to provide students with a range of extra-curricular activities, some of which are listed below.

- ✓ Student Council Leadership Team.
- ✓ Student Leader Leadership Program.
- ✓ Kruger State School Rugby League Program – Kruger Crocs.
- ✓ Kruger’s Got Talent Performance.

- ✓ Interschool Sporting Program.
- ✓ Lunchtime sport and activities programs.
- ✓ Lunchtime sports, play, games and library clubs
- ✓ Lunchtime coding club.
- ✓ Lunch time Music Clubs.
- ✓ Camp Program.
- ✓ Instrumental Music
- ✓ Excursions and incursions to complement and link with curriculum programs

How Information and Communication Technologies are used to Assist Learning

Kruger State School believes that the use of information and communications technology (ICT) motivates and engages students and gives them the skills necessary for jobs in the future. Each classroom has access to electronic white boards or data projectors to support integration of ICT and to allow teachers to engage students in dynamic, interactive learning experiences. Computers (Years 3-6) or iPads (Prep-Year 2) are an integral part of teaching and learning at Kruger State School. In addition to computers or iPads in classrooms, a junior computer hub is used to explicitly teach students computer skills which they then apply in daily learning activities in classrooms. A state of the art Middle School computer lab with 30 computers as well as a smaller lab in the library supports students learning and development of ICT skills. A teacher iPad program supports teacher to develop high level of skills to support their professional work. Our Music Program has a strong emphasis on the use of digital technologies to promote student learning. In Years 1-4 students participate in a specific ICT learning program each week. This course is provided by a specialist teacher. In Years 1&2 it includes use of iPads, general ICT skills, use of apps and coding. In Years 3 &4 students use PCs to produce items through Microsoft Office and they also complete coding units.

Social Climate

Overview

Kruger State School's main goal is to provide a high quality curriculum and a positive social climate that enables each student to maximise his/her achievements. Our school has a focus on students' individual development with a view to developing lifelong learners, active citizens and positive relationships.

The Positive Behaviour Support (PBS) involves weekly lessons which explicitly teach students consistent expectations of behaviour to be followed in all areas of the school. PBS has contributed to a positive and settled student body. Our lessons are founded in the 'Be Respectful' expectation and students are explicitly taught and encouraged to use Problem Solving strategies when dealing with anti-social behaviour in the first instance. Students are taught to maintain their personal safety by managing conflict without violence 'always, everywhere'. The consistent strategies particular to Kruger State School are: Stop, Walk, Talk: No problem, Small problem, Big problem: Report 'right there, right then'

If the pattern of behaviour continues, students are encouraged to report incidents of unsafe or continued troublesome behaviours 'right there, right then'.

Kruger State School says 'No to Bullying' and has an active bullying prevention program. All reports of bullying are taken seriously and investigated by staff. If necessary, a Safe Students' Action Plan is developed in collaboration with parents/families. This plan is a collaborative approach supporting students to modify inappropriate behaviour and build resiliency, confidence and positive relationships. This process is monitored and reviewed for success or ongoing support.

Parents, families and wider community are made aware of and encouraged to support the weekly lessons through school visuals, newsletters and the school's Face Book page.

Students with additional social and emotional or behavioural needs can be referred to Student Services which may include the provision of a TAC (Team around the Child) to ensure co-ordinated support is provided. This support may include Stakeholder Meetings, Escalation Response Plans, Behaviour Support Plans, Prevent Teach Reinforce Plans, Risk Management Plans, Cognitive assessments, attendance at the targeted Learning Centre, and extensive, substantial and supplementary adjustments to curriculum, environment and pedagogy.

In our 2016 School Opinion Survey the following data supports our very positive social climate:

- ✓ 98% of students say they "feel safe at their school"
- ✓ 100% of students say that "teachers expect them to do their best"
- ✓ 100% of students agree that they "like being at school"
- ✓ 99% of students agree that the "school gives them opportunities to do interesting things"
- ✓ 95% of students say that 'behaviour is well managed at the school'
- ✓ 99% of students say that they "can talk to teachers about their concerns"

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)	91%	90%	100%
this is a good school (S2035)	94%	93%	100%
their child likes being at this school* (S2001)	97%	97%	80%
their child feels safe at this school* (S2002)	91%	97%	90%
their child's learning needs are being met at this school* (S2003)	88%	90%	80%
their child is making good progress at this school* (S2004)	88%	90%	90%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	90%	100%
teachers at this school motivate their child to learn* (S2007)	94%	90%	90%
teachers at this school treat students fairly* (S2008)	94%	93%	90%
they can talk to their child's teachers about their concerns* (S2009)	91%	93%	100%
this school works with them to support their child's learning* (S2010)	91%	90%	100%
this school takes parents' opinions seriously* (S2011)	84%	86%	80%
student behaviour is well managed at this school* (S2012)	90%	93%	80%
this school looks for ways to improve* (S2013)	90%	90%	90%
this school is well maintained* (S2014)	87%	79%	60%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	100%	99%
they like being at their school* (S2036)	98%	99%	100%
they feel safe at their school* (S2037)	100%	97%	98%
their teachers motivate them to learn* (S2038)	97%	100%	99%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	99%	100%
teachers treat students fairly at their school* (S2041)	94%	97%	96%
they can talk to their teachers about their concerns* (S2042)	93%	99%	99%
their school takes students' opinions seriously* (S2043)	94%	99%	98%
student behaviour is well managed at their school* (S2044)	94%	99%	95%
their school looks for ways to improve* (S2045)	97%	100%	99%
their school is well maintained* (S2046)	97%	99%	100%
their school gives them opportunities to do interesting things* (S2047)	97%	100%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	97%	96%
they feel that their school is a safe place in which to work (S2070)	92%	98%	99%
they receive useful feedback about their work at their school (S2071)	85%	95%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	95%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	99%
students are treated fairly at their school (S2073)	100%	98%	100%
student behaviour is well managed at their school (S2074)	100%	100%	96%
staff are well supported at their school (S2075)	87%	95%	90%
their school takes staff opinions seriously (S2076)	92%	89%	86%
their school looks for ways to improve (S2077)	100%	100%	99%
their school is well maintained (S2078)	92%	83%	88%
their school gives them opportunities to do interesting things (S2079)	82%	85%	86%

* 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

Parents/caregivers are encouraged to be partners in their child/children's education at Kruger State School.

In 2016 Kruger's School Community Engagement Teacher supported the implementation of our Community Partnerships plan which included the introduction of significant communication and participation processes including:

- ✓ A school Facebook page
- ✓ Online booking for parent-teacher interviews
- ✓ Whole school parent-teacher interview process
- ✓ Enhanced whole school events
- ✓ Extended partnerships with Early Childhood providers
- ✓ Pre-Prep Story Time for students and community
- ✓ Parents/carers are also welcome to be active members of the P&C and to participate in school activities. Our school Tuckshop is run by the P&C and welcomes volunteers to support its daily operation.

Throughout 2016 Kruger families have been involved in:

- ✓ Meet and Greet Sessions.
- ✓ Leaders Investiture Ceremony.
- ✓ Informal/formal regular parent/teacher contact instigated by the parent or teacher.
- ✓ Open Classrooms
- ✓ Community Cultural Gatherings
- ✓ Regular communication by way of School Newsletters, Class Newsletters and Facebook.
- ✓ Whole School, Early Years and Middle Phase Parades.
- ✓ P-2 and 3-6 Athletics Carnivals and Cross Country.
- ✓ Cultural Meetings and Performances.
- ✓ ANZAC Day Commemoration.
- ✓ Kruger's Got Talent.
- ✓ Annual End of Year Concert.
- ✓ Annual Student Awards Day.
- ✓ Pride of Kruger Awards Ceremonies
- ✓ School Discos
- ✓ Mothers and Father's Day stalls

Our Aboriginal and Torres Strait Islander staff provides family support, communication and access to outside agencies when necessary.

Our school is able to provide a range of spaces for the community to meet and hold community events.

An important and enthusiastic part of our school and parent partnerships is our P&C. A team of parents continue to work with the school to ensure our students are supported in their learning and development. P&C meetings act as a forum for information sharing, support school development initiatives and provide feedback

Respectful relationships programs

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

See **Social Climate Overview**, above for this information

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	79	93	125
Long Suspensions – 6 to 20 days	0	1	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

During 2016, Kruger State School community continued to work towards reducing our environmental footprint by continuing or introducing the following measures:

- ✓ Maintenance of control flow devices installed on taps.
- ✓ Maintenance of vandalism proof taps.
- ✓ Drought proof gardens - limited watering.
- ✓ Maintenance of additional efficient soap and paper towel dispensers
- ✓ Use of tanks for toilet flush
- ✓ Recycle cardboard bin and process in place.
- ✓ Sensor lighting in the main hall, Teaching Block 7 and outside security lights

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	216,556	2,475
2014-2015	205,947	2,320
2015-2016	211,229	4,651

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	66	35	<5
Full-time Equivalent	62	26	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	43
Diploma	1
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 approximately \$ 150,000 (this is including a proportion of our coaching program.)

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

The major professional development initiatives were as follows:

- ✓ Embedding of an extensive coaching and mentoring program (5 pedagogy coaches)
- ✓ Introduction of an Engagement Coach to support teachers to optimise student engaging in classrooms
- ✓ Lyn Sharrat Framework sessions
- ✓ Student Engagement
- ✓ PD to support an extensive reading and development of targeted programs
- ✓ PD to support reading assessment and data collection
- ✓ iPad PD to support program in the classroom
- ✓ Processes and routines to support student management and engagement
- ✓ Continuation of the Australian Professional Standards for Teachers and PD sessions to support teachers to achieve goals
- ✓ Mandatory Training programs
- ✓ Leadership programs

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 94% 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).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	87%	87%

*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%.

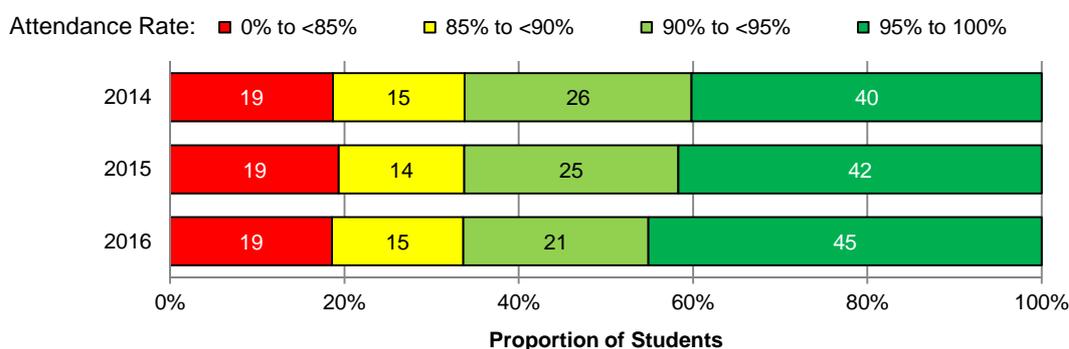
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	89%	90%	91%	92%	92%	92%	92%					
2015	91%	90%	91%	91%	92%	93%	91%						
2016	90%	92%	91%	92%	93%	92%	93%						

*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. 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.

Increasing the attendance is one of the focuses of the School Improvement Agenda. Rolls are marked each day at the beginning of the day and again after the second lunch break. Late arrivals report to the school office before going to class. Early departures are also recorded as part of the roll marking process at the school office.

Parents are required to notify the school on the school absence line or by sending a note, explaining the absence, when the student has returned to school. If a student is absent for 3 days, the teacher will call the parent and an entry is recorded on One School.

If no contact is received from the parent a letter of listed unexplained absences is sent home to parent asking for an explanation. Continued unexplained absences are followed up by a phone call from the relevant Deputy Principal. If the unexplained absences continue the first in a series of Truancy letters is sent home to parents asking them to make an appointment with the Principal to develop a strategy to maximise the student's attendance at school. The Guidance Officer and the Chaplain are also available to support families.

Each Year level has an attendance strategy to support maximum student attendance. In each classroom, teachers display Every Day Counts posters displaying the generic calculations of hours, days and minutes of schooling missed. Teachers are using the posters to have conversations with students and parents about the importance of being at school all day, every day.

An Awesome Attendance strategy has been introduced where the class with the highest attendance in each year level is awarded with an Awesome Attendance trophy and certificate each week. At the end of the term the class with the highest attendance in each year level and across the school receives a special award from the 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.

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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.