# Bellevue Park State School

# ANNUAL REPORT
## 2016

**Queensland State School Reporting**

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

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# Contact Information

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Bellevue Park State School is situated on the Gold Coast in the suburb of Southport. It is a co-educational primary school with a managed enrolment of around 600 students. The school's vision, "every child, every day engaged in quality programs and effective relationships," encapsulates the focus on attendance, a student-centred mindset, curriculum that prepares students for present and future contexts and a safe, supportive environment achieved through the School Wide Positive Behaviour Support system. All members of the community are encouraged to be involved and take responsibility for supporting students to achieve the highest academic and social outcomes. The school's motto Knowledge is Strength promotes the focus on providing information to all members of the school community – staff, parents and carers - through publications and training to support students in the classroom and at home. The school has an extensive Instrumental Music Program with group instruction provided in woodwind, brass, percussion and strings. All involved students participate in performance bands and ensembles. All Prep - Year 7 students are involved in the Performing Arts Program which culminates with an end-of -year performance featuring all students. Students talented in dance have an opportunity to be selected for The Inspirators dance troupe. Sport is promoted through weekly PE lessons, participation in District and Regional carnivals by qualifying students and Interschool Sport for Years 5 – 7 during term 2. Students in Years 3 – 7 enjoy a camping program. The strengths of the school lie in its commitment to the best academic and social outcomes for our students, a strong collegial staff and supportive parent community.

# Principal's Forward

## Introduction

Bellevue Park State School is an Independent Public School situated on the Gold Coast. It is a mid-sized school with a student enrolment of 632 and staff of approximately 56. We are one of the smaller schools in the area and enjoy a strong reputation for the quality curriculum on offer to our students.

With dedicated teachers who have a strong allegiance to optimising student outcomes with active support from the school community, we are very proud of the wide range of educational opportunities on offer for our students. With a determined focus on strengthening literacy and numeracy skills, our offerings are enriched by the many co-curricular activities to develop student talent or interest.

Our staff are passionate professionals who are committed to helping students achieve to their potential. Our Teacher Aides, Administration and Ancillary staff focus on providing student support in administration, pastoral care and environment maintenance which enable our teachers to focus on student outcomes. Our high academic achievement is a direct result of our dedicated teachers who create rich and engaging education that encourages students to nurture, flourish and inspire.

Our mission is to prepare all students for their futures as successful global citizens. Our vision is leading by excellence in education through collaboration, innovation and partnerships.

This annual report is a snapshot of our school's major activities for the 2016 school year. It covers information about characteristics of the school, its progress in supporting student learning, outcomes achieved in the National Assessment Program in Literacy and Numeracy and focus for the 2017 school year. The school's direction each year is informed by the school's Strategic Plan, the Departmental Strategic Plan, the data collected on student performance, such as NAPLAN and the school's assessment suite, and stakeholder feedback received through the School Opinion Surveys.

I encourage those interested in finding more our about our school to visit our website or to contact us directly at the school.

### School Progress towards its goals in 2016

2016 proved to be yet another highly successful year for Bellevue Park State School where we celebrated continued improvement in our student academic outcomes, sporting achievements, instrumental music achievements and Performing Arts accomplishments.

The 2016 Annual Implementation Plan detailed our school's strategic vision for 2016 To maximise student engagement, our focus was to strengthen and intensify our commitment to the quality teaching and learning process through the refinement of pedagogy, the enhancement of curriculum development and delivery and through implementing key strategies to improve student outcomes in reading, writing, spelling and numeracy.

**Improvement Focus:** Reading, Writing, Spelling, Numeracy

**Key Strategies 2016 Annual Implementation Plan:**

| | | Completed 2016 | Continue 2017 |
|---|---|---|---|
| **School Community Partnerships** | The BPSS Parent & Community Engagement Framework, incorporating communication, learning partnerships, decision-making, community collaboration and participation | | |
| | **Communication** | | |
| | • Website | √ | √ |
| | • Newsletters: school and class | √ | √ |
| | • Facebook | | |
| | **Learning Partnerships** | √ | √ |
| | • Classroom volunteers | √ | √ |
| | • Community engagement | √ | √ |
| | • Transition to Prep | √ | √ |
| | • Attendance | √ | √ |
| | • Homework | √ | |
| | • Events: Art Show | | |
| | **Decision-making** | √ | √ |
| | • P&C | √ | √ |
| | • School Council | √ | √ |
| | • Student Council | √ | √ |
| | • Staff forums | | |
| | **Community Collaboration and Participation** | | |
| | • School council | √ | √ |
| | • Performing Arts | √ | √ |
| **School Curriculum** | Common strategies and language in sequential Whole School Academic and Social Programs with consistently applied high yield strategies & language in Reading, Writing, Spelling and Numeracy. | Completed 2016 | Continue 2017 |
| | **Curriculum & Pedagogical Frameworks** | √ | √ |
| | • Cohort Collaborative Planning | √ | √ |
| | • Unit Plans on OneSchool | | |
| | **Literacy – Whole School Approach** | √ | √ |
| | • Reading | √ | √ |
| | • Writing | √ | √ |
| | • Spelling | √ | √ |
| | • Intervention | | |
| | **Numeracy – Whole School Approach** | √ | √ |
| | • Number | √ | √ |
| | • Problem Solving | √ | √ |
| | • Intervention | | |
| | **Science** | | |
| | • P - 6 Program | √ | √ |
| | • Science week | √ | √ |
| | **The Arts** | | |
| | • P – 6 Performing Arts | √ | √ |
| | • Visual Arts Show | √ | |
| | **Social-Emotional** | | |
| | • Review and update the 'Responsible Behaviour Plan for Students | X | √ |
| | • PBL Tier 2 | √ | √ |
| | • You Can Do IT P – 6 | √ | √ |
| **Teaching Practice** | **Results-orientated highly effective teaching practice** | Completed 2016 | Continue 2017 |
| | • Explicit Teaching | | |
| | • Differentiation | √ | √ |
| | • Data | √ | √ |
| | • Student self-reporting | √ | √ |
| | • eLearning | √ | √ |
| | • Visible Learning | √ | √ |

## Future Outlook

Our focus for 2017 has been deliberately focused on three main priority areas:

| Priority One: Improve pedagogy that targets extending learning opportunities in reading. | | | | |
|---|---|---|---|---|
| **Actions** | **Performance Indicators** | **Status** | | |
| Enhance the school's reading program by identifying common text comprehension strategies, including decoding and developing a whole school oral language program. | ☐ Research-based revisions evident in school's reading program. | **Completed**<br>√ | **Ongoing** | **Yet to begin** |
| Use data to inform targeted student intervention (i.e. support and extension) with a focus on strategies implemented in the classroom. | ☐ Data informed intervention (support and extension) evident at lesson, unit and term level (i.e. planning and classroom practice). | **Completed** | **Ongoing**<br>√ | **Yet to begin** |
| Target professional learning opportunities, including instructional coaching, to support the implementation of Reading @ BPSS with a strong focus on the inclusion of teaching with complex texts. | ☐ Reading @ BPSS implemented by 100% classroom teachers.<br>☐ 100% of teachers engaged in instructional coaching.<br>☐ Improvement in teacher confidence in pedagogy of reading evident in Professional Learning Needs survey data. | **Completed** | **Ongoing**<br>√ | **Yet to begin** |

| Priority Two: Improve pedagogy that develops ease, familiarity and intuition when working with numbers. | | | | |
|---|---|---|---|---|
| **Actions** | **Performance Indicators** | **Status** | | |
| Implement daily problem solving in all classrooms, consistent with Problem Solving @ BPSS. | ☐ Research-based revisions evident in school's problem solving program.<br>☐ Daily problem solving evident in planning and classroom practice. | **Completed**<br>☐√ | **Ongoing** | **Yet to begin** |
| Identify and implement a whole school approach to fluency in Number. | ☐ Daily fluency routines evident in planning and classroom practice.<br>☐ Whole school approach to developing fluency evident in Number @ BPSS, including an aspirational scope and sequence. | **Completed** | **Ongoing**<br>√ | **Yet to begin** |
| Target professional learning opportunities to support implementation of Problem Solving @ BPSS and Number @BPSS. | ☐ Number @ BPSS and Problem Solving @BPSS implemented by all classroom teachers.<br>☐ Improvement in teacher confidence of pedagogy of Number evident in Professional Learning Needs survey data. | **Completed** | **Ongoing**<br>√ | **Yet to begin** |
| Use data to inform targeted student intervention (i.e. support and extension) with a focus on strategies implemented in the classroom. | ☐ Data informed intervention evident at lesson, unit and term level (i.e. planning and classroom practice). | **Completed** | **Ongoing**<br>√ | **Yet to begin** |

| Priority Three: | | | | |
|---|---|---|---|---|
| **Actions** | **Performance Indicators** | **Status** | | |
| Establish partnership with Griffith University's Conservatorium to harness available STEAM opportunities. | ☐ School/cluster projects throughout the year. | **Completed**<br>√ | **Ongoing** | **Yet to begin** |
| Engage and train volunteers and parents/carers (face-to-face and digital modes) to assist the teaching of reading and Number, consistent with school practices. | ☐ Volunteer training conducted.<br>☐ Resources to inform parents available on school website.<br>☐ Parent/carer training workshops implemented. | **Completed** | **Ongoing**<br>√ | **Yet to begin** |

| Create opportunities to form mutually beneficial partnerships with local schools, businesses and organisations. | ☐ Partnerships established / enhanced with positive student outcomes likely/evident. | **Completed** | **Ongoing** √ | **Yet to begin** |
|---|---|---|---|---|

## School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** Yes

**Year levels offered in 2016:** Prep Year - Year 6

**Student enrolments for this school:**

|  | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|---|---|---|---|---|---|
| **2014** | 614 | 299 | 315 | 28 | 92% |
| **2015*** | 592 | 299 | 293 | 37 | 93% |
| **2016** | 596 | 299 | 297 | 27 | 96% |

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

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

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

## Characteristics of the Student Body

**Overview**

Our school comprises of numerous multi-cultural families, with 12% of our student enrolment speaking English as a second language or dialect at home. Bellevue Park has a proud Indigenous enrolment at 5.05%. The school's ICSEA (index of socio-educational advantage) is 1049, with the national average being 1000.

**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 | 19 | 23 | 22 |
| Year 4 – Year 7 | 27 | 26 | 27 |
| 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.

## Curriculum Delivery

**Academic**

- Whole school programs incorporating key strategies in the teaching of Reading, Writing, Number, and Spelling;
- Targeted teaching, differentiating for the range of student performance;
- Criteria-based learning, with students referring to Achievements Guides for expectations;
- Data shared with students for goal setting, with some data displayed on Class Data Walls;
- Performing Arts Program P – 6 culminating in shows at the end of each semester;
- Higher Order Thinking : Bloom's Taxonomy & Philosophy for Children
- Digital Technology: BYO iPad eLearning Classes in the middle and senior school expanded in 2016 to 6 classes.
- In 2016, possible through the Greater Result Guarantee funding, all cohorts were able to plan collaboratively once a term with a Head of Curriculum to ensure key content, strategies and assessment were consistently understood and applied across the school

- Visual Arts Show – our students were able to exhibit their artwork as true artists at the Art Show held on term 4

## Social

- Explicit teaching of the school's four expectations: Safe, Respect, Considerate, Learner
- Consistent application of the school's Responsible Behaviour Plan for Students, including consequences when expectation not met (Red Zone) and acknowledgement when expectations met ( Gold Zone)
- You Can Do It – Social-Emotional Program
- Reality Therapy Reflection for referrals to CALM Room which was also used for social relationship resolutions and positive teaching opportunities.

## Extra curricula activities

- Inspirators Dance group
- District athletics carnivals
- Senior Choir
- Junior Choir
- Gifted and Talented Program
- Camps, excursions and incursions
- Preparation for District and Regional sporting competitions
- Volleyball - Senior School
- Instrumental Music Programs
- Masterclasses with Keebra Park SHS

## How Information and Communication Technologies are used to improve learning

ICT is a key focus of Bellevue Park State School as we move towards 21$^{st}$ Century Capabilities. In 2016, the number of classes using the BYOx iPads expanded from the 3 classes in 2015 to 6 classes. A weekly Coding Club continues to run successfully before school.

The school provides two PC 'Digihub' which are booked by classes for full class activities. Classroom have 3 computers and a cohort shares an iPad kit for access to programs to support classroom activities.

Special Education Students have access to iPads provided by EQ as an additional resource to school purchase.

# Social Climate

## Overview
The school is described by visitors as having a friendly ambience. This is created by contributions of respectful and positive outlooks by staff, students and parents. The P & C is highly supportive of school activities, with the P & C President meeting regularly with the principal to discuss school priorities and activities.

Students are supported by the disciplined environment informed by the Responsible Behaviour Plan for Students and enacted through Positive Behaviour for Learning Support Framework.

The school's expectations are explicitly taught. Students are taught the three roles of bullying – the bully, bullied and the bystander to ensure bystanders, in particular, are aware of their role in the balance of power.

The CALM Room initiative continues as a self-evaluation and reflection space. CALM stands for Consider Actions, Learn Management. The room was staffed by a teacher aide who assisted students in filling out a reflection sheet and discussing the school's four expectations. If a student frequented the CALM Room, the student was referred to the Deputy Principal in the first instance and Principal if continued to not meet the school's expectations. The CALM Room was also used for social relationship resolutions and positive teaching opportunities.

## 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) | 97% | 94% | 89% |
| this is a good school (S2035) | 98% | 98% | 94% |
| their child likes being at this school* (S2001) | 95% | 94% | 98% |
| their child feels safe at this school* (S2002) | 98% | 98% | 100% |
| their child's learning needs are being met at this school* (S2003) | 90% | 90% | 87% |
| their child is making good progress at this school* (S2004) | 88% | 94% | 87% |
| teachers at this school expect their child to do his or her best* (S2005) | 98% | 100% | 98% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 93% | 94% | 92% |
| teachers at this school motivate their child to learn* (S2007) | 95% | 92% | 93% |
| teachers at this school treat students fairly* (S2008) | 85% | 85% | 98% |
| they can talk to their child's teachers about their concerns* (S2009) | 98% | 100% | 91% |
| this school works with them to support their child's learning* (S2010) | 93% | 94% | 92% |
| this school takes parents' opinions seriously* (S2011) | 95% | 91% | 84% |
| student behaviour is well managed at this school* (S2012) | 90% | 90% | 98% |
| this school looks for ways to improve* (S2013) | 98% | 96% | 90% |
| this school is well maintained* (S2014) | 95% | 100% | 95% |

### Student opinion survey

| Performance measure | | | |
| --- | --- | --- | --- |
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 95% | 91% | 97% |
| they like being at their school* (S2036) | 90% | 89% | 92% |
| they feel safe at their school* (S2037) | 94% | 93% | 93% |
| their teachers motivate them to learn* (S2038) | 97% | 85% | 98% |
| their teachers expect them to do their best* (S2039) | 98% | 98% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 94% | 87% | 96% |
| teachers treat students fairly at their school* (S2041) | 84% | 82% | 94% |
| they can talk to their teachers about their concerns* (S2042) | 80% | 73% | 90% |
| their school takes students' opinions seriously* (S2043) | 89% | 82% | 88% |
| student behaviour is well managed at their school* (S2044) | 79% | 79% | 86% |
| their school looks for ways to improve* (S2045) | 94% | 94% | 96% |
| their school is well maintained* (S2046) | 92% | 90% | 94% |
| their school gives them opportunities to do interesting things* (S2047) | 87% | 88% | 93% |

### Staff opinion survey

| Performance measure | | | |
|---|---|---|---|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 100% | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 93% |
| they receive useful feedback about their work at their school (S2071) | 96% | 94% | 81% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 100% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 100% | 97% | 100% |
| staff are well supported at their school (S2075) | 100% | 97% | 88% |
| their school takes staff opinions seriously (S2076) | 96% | 93% | 86% |
| their school looks for ways to improve (S2077) | 100% | 100% | 98% |
| their school is well maintained (S2078) | 100% | 97% | 93% |
| their school gives them opportunities to do interesting things (S2079) | 96% | 90% | 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

The school continues to have a successful P&C association, ensuring parents have a voice and feel included in the decision making process relating to operational issues. As an IPS, our School Council includes parent representatives that collaborate on the strategic direction of the school.

The school strategically targets parents from the wider-community to participate in skills-based training that relate specifically to our improvement agenda in reading. Parents attend the school to train as reading tutors and volunteers of which their skills are utilised inside our classrooms.

Parent forums for the re-visioning of our school have also been held, providing caregivers a voice in the future direction of our school.

## Respectful relationships programs

Students access the health curriculum inside classrooms and this is supplemented by the Life Education Van visiting annually. Cyber-safety is also an aspect of great importance, particularly when students in Year Five and Six begin learning inside iPad classrooms. Outside consultants are accessed by the school to present online safety sessions to parents, students and teachers.

## 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 | 33 | 29 | 39 |
| Long Suspensions – 6 to 20 days | 1 | 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

Office air-conditioning is set at 24c. Glass windows in classes have been serviced to ensure functionality. Disused water tank has been repositioned to the end of the amenities block to provide an additional water source for the gardens. Water leaks and dripping taps have been attended to promptly.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|---|---|---|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 159,958 | 0 |
| 2014-2015 | 157,240 | 751 |
| 2015-2016 | 161,959 | |

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



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 | 40 | 25 | <5 |
| Full-time Equivalents | 35 | 16 | <5 |

### Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|---|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 1 |
| Masters | 2 |
| Graduate Diploma etc.** | 5 |
| Bachelor degree | 25 |
| Diploma | 2 |
| Certificate | 2 |

*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 was $17 717.86

The major professional development initiatives are as follows:

- Kagan Co-operative Learning
- Teaching of Number (Dr Norton)
- Hidden Histories
- Beginning Teachers Mentoring
- THRASS
- Guided Reading

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% | 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). | 93% | 93% | 93% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 88% | 89% | 89% |

*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 | 94% | 94% | 93% | 94% | 93% | 91% | 93% | 91% | | | | | |
| 2015 | 93% | 92% | 94% | 92% | 94% | 94% | 91% | | | | | | |
| 2016 | 95% | 92% | 92% | 94% | 93% | 92% | 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:
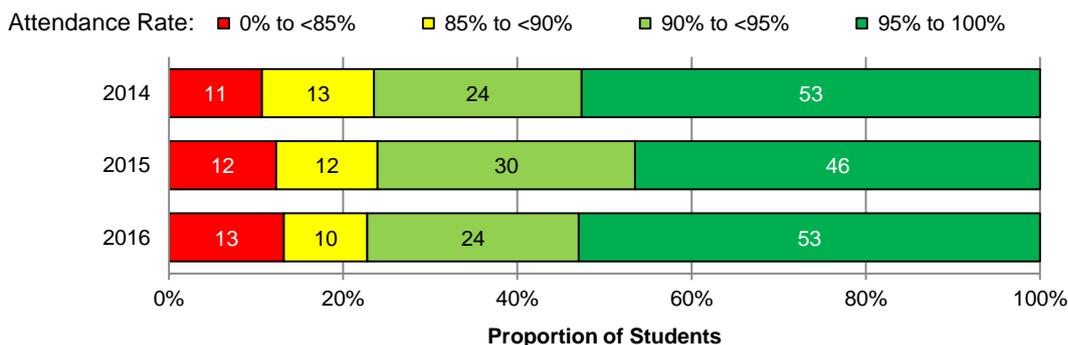


### Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and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

Roll marking occurs before 9:30am and after 1:50pm daily. Unexplained absences are followed up daily via a text message sent to the parent/caregiver. If the parent/caregiver does not respond to this text message by 12:00pm, a phone call is made by the school. Unexplained absences that have still not been explained are addressed in writing by the Principal weekly.

## 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.**

## Find a school

| School name | GO |

| Suburb, town or postcode |

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 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.