



Drayton State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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



Contact Information

Postal address:	55 Brisbane Street Drayton 4350
Phone:	(07) 4637 7444
Fax:	(07) 4637 7400
Email:	principal@draytonss.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:	Mr Aleksandr Taylor-Gough PRINCIPAL – DRAYTON STATE SCHOOL

School Overview

Drayton State School, on the southern outskirts of Toowoomba, caters for Prep to Year 7 with approximately 315 students and 13 classes. The school operates on an organisational structure which involves students, teachers and parents working together to achieve the educational goals articulated in our School Annual Operational Plan. We are proud of our school's history in being the second oldest school in Queensland, and communicate this through many of our programs and events whilst also delivering a contemporary curriculum that reflects the needs and aspirations of the current student population. At Drayton SS we are determined to work in partnership to create a culture of high expectations. Our school prides itself on its practices of implementing inclusive education. The increasing diversity of our student population and growth in the Special Education Program demands that we remain focussed on this agenda. Policies practices and decision making will continue to be guided by the principles of equity and excellence and the development of responsible behaviour in our students. Staff professional development in catering for our diversity remains a high priority.

Principal's Foreword

Introduction

Each year Drayton State School sets specific goals and targets as part of its Strategic Planning process. The School Annual Report is a summation of the annual planning and reviewing process. This includes reviewing students and school performance against the outcomes, performance indicators and targets established in the previous year. The data reflected within this report was sourced from the Department of Education and Training's Performance Monitoring and Reporting Division. The 2016 School Annual Report provides a snapshot view of our school's priorities, its achievements and challenges, and is but one way of communicating to the broader community the pride we have in our students' learning endeavours and commitment.

At Drayton State School we are committed to developing, supporting and nurturing the developmental needs and aspirations of primary school aged children within and beyond our local community. We aim to provide a learning climate that is responsive and forward looking through the development of learning programs that well equip our children for the demands and rigours of a changing world. We are determined to work in partnership with parents and the community to create a culture of high expectations and to preserve and continue these high standards.

As the second oldest State School in Queensland, Drayton SS is located on the edge of Toowoomba, with an enrolment population in 2016 of approximately 315 students. With a school teaching FTE of over 17, Drayton SS is well resourced to cater for a variety of learning needs. With the Senior Leadership Team consisting of the Principal, Head of Curriculum, Head of Special Education Services, Master Teacher and Business Services Manager, along with a range of specialist positions, students' individual learning needs are well catered to at Drayton SS. With facilities ranging from a multi-purpose hall, a tennis court, an oval, a number of playgrounds and a host of other features such as a computer laboratory, special education room, tuckshop and music room, Drayton SS is well positioned to accommodate for individual learning needs. Additionally, our school undertook significant drainage and plumbing works to future proof it from heavy rains, along with an upgrade of our oval.

We are proud of our school's history in being the second oldest school in Queensland, and communicate this through many of our programs and events whilst also delivering a contemporary curriculum that reflects the needs and aspirations of the current student population.

I commend this School Annual Report.

Kind Regards,
Mr Aleksandr Taylor-Gough.
PRINCIPAL – DRAYTON STATE SCHOOL

School Progress towards its goals in 2016

During 2016, Drayton SS specifically focused on achieving outcomes in Reading, Writing and Numeracy. It is important to note these priority areas were supplemented by 2016 *Investing for Success* funding. During 2016, the school had a renewed focus on the collection of diagnostic data associated with reading, along with the implementation of Project Literacy. Team Approach to Teaching and Learning (TATAL) planning sessions were delivered termly to teaching staff as a way of ensuring the DDSW Regional Pillars of *Strong Curriculum and Pedagogy*, *Purposeful Use of Data* and *Coaching and Feedback* were being enacted. Another priority area that was addressed was Early Childhood education which included our school participating in the Early Start testing programme. This will continue into 2017. Additionally, during Semester 1, Drayton SS worked with a Master Teacher to support staff pedagogical practice

Future Outlook

With the Drayton State School Strategic Plan (2015 – 2018) developed in late 2014, the future outlook has been gained by appreciating the improvement agenda this school has in place. During 2017, the following key areas will be focused on:

- **Improvement Priority 1: The Teaching of Literacy**
 - **The teaching of reading**
 - **The teaching of writing**
 - **The teaching of spelling**
- **Improvement Priority 2: Student Engagement**
- **Improvement Priority 3: Parent and Community Engagement**

Curriculum Teaching and Learning

- Ensure the National Tool for School Improvement is front and centre at Drayton SS.
- Embed practices associated with attendance at Dr Lyn Sharratt's *Leading Learning Collaborative Practice* program through Putting FACES on the Data in all classrooms, with an initial focus on 3 of the 14 Parameters:
 - *Case Management Meetings,*
 - *Having a Data Wall for Staff; and*
 - *Maximising Daily, Sustained Focus on Literacy Instruction.*
- Embed the 2017 Invest for Success agreement across the school.
- Grow to 14 classes, with some multi-age groupings as appropriate.
- Grow to include a Deputy Principal, in lieu of a Head of Curriculum.
- Focus on the ACARA Curriculum in English, Mathematics, Science, History and Geography, using Deputy Principal and Reading Coach to support the teaching processes.
- Ensure the School Data Profile is communicated to all staff.
- Focus on Reading throughout all aspects of the National Curriculum.
- Ensure time allocations are in place.
- Embed identified actions from the 2014 CTL and Discipline Audits, and the Strategic Plan.
- Continue to support Staff on the implementation of the National Curriculum.

Developing Performance Framework

- Embed a quality Developing Performance Plan for all school staff, using MyHR as the landing/process page for the template.
- Beginning teachers (Mentee) have access to a Mentor arrangement within the school and Cluster.
- Observations to focus on maximising learning through targeted student discipline and behaviour.

Transition, Attendance and Behaviour Management

- Attendance at school is at a maximum level and the target set is achieved, working with the Community Liaison Officer.
- Work with both Kindy programs and local Early Childhood providers to better assist student's transitions into Prep.
- Begin the process to transition Drayton SS into a Positive Behaviour for Learning (PBL) school, working with the DDSW Region through this 1-2 year long process.

Community Confidence

- Focus on maximising School Opinion Survey Data.
- A clear decision making process is in place, in relation to:
 - Communication; &
 - Consultation
- A Positive Rapport to be established and maintained with the Drayton State School Parents and Citizens' Association, through:
 - P&C Meetings
 - Formal Parent-Teacher Consultations to be held twice per year in Terms 2 and 4.
 - Parent afternoons
 - Positive parenting courses offered at Drayton State School
- An open-door policy between teachers and the Principal, and between staff and the community

Underpinning our future direction is a commitment by the whole school community to working together towards excellence in teaching and learning. The keys to success at Drayton State School are our commitment to our Drayton Dragon Expectations:

- **Be SAFE;**
- **Give your best EFFORT;**
- **Show RESPECT;**
- **Take PRIDE;**
- **Be RESPONSIBLE**

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	334	166	168	41	93%
2015*	310	146	164	44	89%
2016	309	157	152	39	94%

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

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

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

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

Characteristics of the Student Body

Overview

Whilst there has been occasional student movement or transience throughout the calendar year, Drayton SS has enjoyed a mostly stable enrolment ranging between 310-320 students throughout 2016.

Drayton State School is a co-educational public school located in the Darling Downs South West Queensland Region, within the Department of Education and Training. It is the second oldest State School in Queensland, established in August 1851 and offers instruction from Prep to Year 6. It is one of thirteen state schools that comprise the Southern Vale Cluster of schools in the south-west corner of Toowoomba. Prep is offered on a full time basis and all age-eligible students are accepted.

Our student population is drawn from communities within both urban & rural settings. Being a 'small school within the big city,' Drayton State School attracts students from both within and outside of its catchment, given the school is not enrolment managed. Throughout 2015, our Indigenous student enrolment has ranged between 8-11% of the total student population. Thirteen classroom teachers have operated in multi-age or single year level modes. Our classes are supported by a number of teachers who specialise in specific areas such as Library, Languages Other Than English, Special Needs, Physical Education, Music and Humanities (Geography).

A number of students with specific needs are supported by visiting Advisory Visiting Teachers, a Guidance Officer and itinerant Speech Language Pathologist.

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	23	23	25
Year 4 – Year 7	27	27	24
Year 8 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our Approach to Curriculum Delivery

The Drayton State School Curriculum Plan specifies the intent for learning by all students. The Australian Curriculum has been the key reference source for the development of studies and learning development in English, Maths, History and Science throughout 2016. Specific outcomes for students who present with special needs are developed via modified or Individual Curriculum Plans or through curriculum/pedagogical adjustments for our supported students.

Co-curricular Activities

- Access to the Amaroo Environment Education Centre
- Gross and Fine Motor Skills Program for Early Phase Students
- Year 6 Leadership Workshops
- Student Leadership Program focused upon team building and peer support
- Swimming lessons at the Glennie Aquatic Centre
- ANZAC & Remembrance Day Community ceremonies/observances
- School Camps and Excursions
- Safe Cycling Programs
- Instrumental Music Tuition and Competitions
- Life Education Program
- Indigenous Culture Awareness Days
- Middle School & Junior Secondary Transition Activities arranged in partnership with Harristown SHS
- Specialised skills development clinics for particular sports
- Specialised presentations such as SEAT, Anti-Bullying, Footsteps Dance & Arts Council Presentations
- Biennial School Camp to Canberra

How Information and Communication Technologies are used to Assist Learning

One Media Room/computer lab accommodates full classes of students with one to one access to 30 workstations. A second computer lab positioned in the Resource Centre providing 12 computers for student access, whilst a third lab is available in A-Block to the students of our upper primary school classes. The Media Room/computer lab also is equipped with a fixed data-projector and surround-sound audio system.

Throughout 2016, a number of new Interactive Whiteboards, Interactive data projectors, data projectors and televisions were installed. Teachers have been encouraged & supported in the integration of Information and Communication Technologies into all aspects of student learning. Each teaching area has the capacity to provide ICT integration in all learning activities. An ICT Committee was established in 2016 to form the school ICT Plan, driving innovation and other reforms in ICT as planned.

ICT development at Drayton State School is identified for additional resourcing in 2017 with faster bandwidth planned, amongst other hardware. We embrace the Smart School's Agenda to develop a "learning community," whereby teachers undertake opportunities to develop meaningful and engaging learning experiences by undertaking further local and on-line professional learning. Access to professional development by teachers throughout 2017 will provide further opportunities in this area.

Social Climate



Overview

Drayton State School is second oldest State School in Queensland, having been established in August 1851. The school is situated on the southern outskirts of Toowoomba and children from Drayton, Toowoomba, and the outlying communities of Westbrook and Wyreema attend the school. The school maintained a steady enrolment and throughout 2016 had formed 13 classes. Drayton SS provides supervised playground duty for children catching buses until 4.00pm daily and has implemented an Outside School Hours Care programme through Camp Australia.

At Drayton State School, we have been proactive in promoting a school climate where students feel they belong to a school that accepts, supports and cares about them. The adoption of the Social Outcomes Program 'You Can Do It' has focussed on proactive strategies to assist students, parents, staff and the wider community to foster appropriate values and attitudes towards positive citizenship. During 2016, the Drayton SS Behaviour Plan continued to focus on ways to strengthened behaviour. To that end, the school focused on its own Drayton Dragon Award given on Assembly each Friday.

Additionally, School Assemblies were moved to Friday afternoons to better service our school community. We had a class presentation each week on the 'rule of the week' which grew lots of positive interest from students and parents alike. This hinged on the experiences from our Responsible Thinking Room (RTR) and our blue/orange card system. Throughout 2017 (and into 2018/2019), Drayton SS is moving to be a Positive Behaviour for Learning (PBL) school and all internal and external behaviour processes will start to shift to the evidenced-based platform of POBL over the coming 1-2 years.

We believe that at Drayton SS every person has the right to feel safe. Any student who continually chooses inappropriate behaviours is intending to cause distress in some way. Whether provoked or not, aggressive and/or inappropriate behaviour and conduct that may be deemed as bullying is not tolerated and should this occur, consequences have & will be applied. Consequences may include referral to the Responsible Thinking Room, time out to ensure the learning and/or safety of other children in the classroom or playground is maintained. Referral to the Senior Leadership Team may also be recommended as an immediate consequence. Repeated aggressive/inappropriate behaviour or bullying is dealt with through a series of subsequent consequences.

Through support and with communication to parents, referral to our school's Guidance Officer and/or the Behaviour Support Team from the Denise Kable Campus may also be deemed necessary as a means of maintaining and further developing our school's positive learning climate.

Finally, Drayton SS is committed to it's the following Drayton Dragon Expectations, including:

1. Be SAFE
2. Give your best EFFORT
3. Show RESPECT
4. Take PRIDE
5. Be RESPONSIBLE

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%	91%	97%
this is a good school (S2035)	100%	97%	94%
their child likes being at this school* (S2001)	97%	94%	94%
their child feels safe at this school* (S2002)	97%	97%	91%
their child's learning needs are being met at this school* (S2003)	93%	89%	94%
their child is making good progress at this school* (S2004)	97%	89%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	85%	88%
teachers at this school motivate their child to learn* (S2007)	97%	89%	88%
teachers at this school treat students fairly* (S2008)	90%	85%	88%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	100%
this school works with them to support their child's learning* (S2010)	90%	85%	94%
this school takes parents' opinions seriously* (S2011)	93%	82%	87%
student behaviour is well managed at this school* (S2012)	86%	86%	74%
this school looks for ways to improve* (S2013)	97%	94%	91%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	98%	99%
they like being at their school* (S2036)	98%	96%	98%
they feel safe at their school* (S2037)	94%	99%	95%
their teachers motivate them to learn* (S2038)	99%	100%	99%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	100%
teachers treat students fairly at their school* (S2041)	93%	97%	98%
they can talk to their teachers about their concerns* (S2042)	95%	96%	95%
their school takes students' opinions seriously* (S2043)	94%	97%	95%
student behaviour is well managed at their school* (S2044)	90%	96%	95%
their school looks for ways to improve* (S2045)	99%	99%	99%
their school is well maintained* (S2046)	95%	100%	99%
their school gives them opportunities to do interesting things* (S2047)	98%	99%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	97%	97%
they feel that their school is a safe place in which to work (S2070)	100%	97%	97%
they receive useful feedback about their work at their school (S2071)	100%	85%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	95%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	97%	90%
student behaviour is well managed at their school (S2074)	95%	73%	90%
staff are well supported at their school (S2075)	100%	91%	95%
their school takes staff opinions seriously (S2076)	95%	88%	95%
their school looks for ways to improve (S2077)	100%	97%	97%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	95%	94%	97%
their school gives them opportunities to do interesting things (S2079)	100%	94%	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

At Drayton SS, the development of the partnership between the school, parents and the wider community is of paramount importance. We appreciate the support of parents in working with us to ensure each student achieves to his/her full potential. Open communication is the key to this partnership, with opportunities to meet with teachers and to contribute to school activities. Parents have numerous opportunities to become involved in the life of the school through a range of activities such as: supporting their children in the classroom, key events such as social, cultural and sporting days and through parent teacher interviews and information meetings.

Many parents come along and assist in their child's classroom in many aspects of our curriculum from literacy blocks and maths groups to ICT, art and drama activities. Our inter-house swimming, cross country and track and field events are always well supported by the school community. The P&C Association is particularly active and supportive of all school activities and financially contributes to many school initiatives. Our P&C Association also provides advice on key strategic and school based issues. It consists of a number of sub committees, who report back to P&C Association meetings, generally held at least twice per term.

We value and acknowledge the work of parents at our annual Volunteers' Morning Tea as well as giving parents regular opportunities to be informed about and to share in their child's learning and the life of the school through newsletters, assemblies and learning celebrations.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This ongoing work occur throughout Health and includes the Daniel Morcombe Health Units, as well as a focus during presentations on Assembly about the Drayton Dragon Expectations. This will be further expanded as the P-12 CARF is implemented across the school

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	7	10	21
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Electricity consumption has been significantly reduced, due to the focus on sustainable practices. However, the data is reflective of the large number of computers in use and the need to warm classrooms for students & staff during cool winter conditions, and the growing student population. A solar electricity system is installed at our school and a future goal is to include the monitoring of energy consumption. Units & lessons developed by a number of teachers across the setting have focussed significantly upon energy conservation and recycling of waste materials. Use of natural light, rain water and energy saving features have been included in the building specifications of the more recently constructed BER Multipurpose Hall.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	134,878	1,039
2014-2015	110,517	774
2015-2016	15,921	1,529

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

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	34	17	0
Full-time Equivalent	26	11	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	1
Bachelor degree	23
Diploma	0
Certificate	7

*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 \$17,184.44 (which excludes a minimum of an additional \$18,225.00 of Professional Development which was funded and sourced from the Drayton SS Investing for Success Agreement).

The major professional development initiatives are as follows:

- Explicit Instruction in Spelling – including LEM Phonics
- Putting FACES on the Data – Dr Lyn Sharratt Leading Learning Collaborative Practice
- Seven Habits to Highly Effective People
- Team Approach to Teaching and Learning (TATAL) planning meetings with teachers
- Cluster-based Mentoring Beginning Teacher programme
- Cross Schools Moderation discussions - knowledge development
- Maximising Achievement Program / DDSW Regional Principal Business Meetings
- Principal and School Leader Conferences
- OneSchool Finance and Curriculum aspects
- Workplace Health and Safety Training
- Understanding Autism Spectrum Disorder

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%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students



Key Student Outcomes

Please see the information in the tables below.

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).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	88%	90%

*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%.

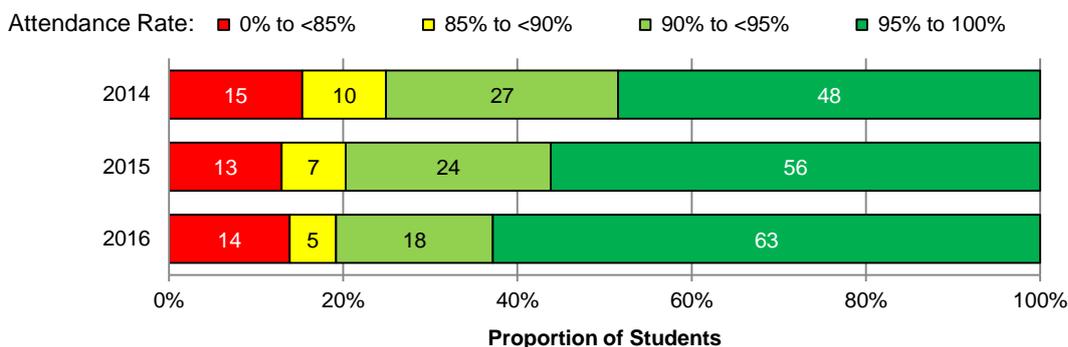
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	90%	93%	91%	92%	92%	91%	90%	N/A	N/A	N/A	N/A	N/A
2015	91%	94%	93%	95%	94%	93%	94%	N/A	N/A	N/A	N/A	N/A	N/A
2016	94%	92%	95%	92%	96%	93%	92%	N/A	N/A	N/A	N/A	N/A	N/A

*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. In particular, our school has a process whereby teachers notify Administration of a student's absence when they have been away for a third day in succession where there has not been a suitable explanation/contact with the school or teacher. However, the school Administration Officer follows up with the parent/caregiver of each student with an Unexplained Absence on the day the Unexplained Absence occurred.

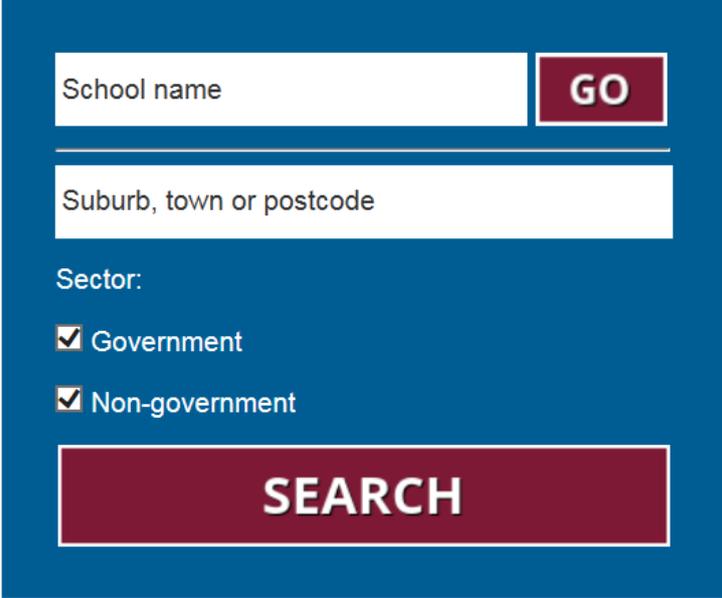
Teachers send an 'Attendance Alert' to the office where the Principal or an administrative staff member attempts to make contact with the student's family. This process is documented and information conveyed to class teacher and office staff. Additionally, the Community Liaison Officer follows up attendance issues with the Senior Leadership Team. This is enhanced by a text message system (MGM Messaging) which informs parents daily if a child has been marked as absent but unexplained. Combined with letters that get sent home and phone calls to parents on a daily basis for Unexplained Absences, non-attendance is being managed effectively.

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

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 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.