

Proston State School P-10

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

## Contact information

<b>Postal address</b>	PO Box 70 Proston 4613
<b>Phone</b>	(07) 4169 4333
<b>Fax</b>	N/A
<b>Email</b>	principal@prostonss.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Mrs Samantha Skerritt    Acting Principal

# From the Principal

## School overview

The small rural town of Proston is situated approximately 60 kilometres from Kingaroy. Proston State School P-10 caters for students residing in the town itself and surrounding farming and grazing areas. We cater for a diverse range of students from Prep to Year 10 and our motto is to 'Strive to Excel' - whether it is in the classroom, on the sporting field or in our community.

Our curriculum has a strong focus on literacy and numeracy, whilst still maintaining the integrity of each of the Key Learning Areas including TAFE courses and elective offerings. Students in Prep to Year 6 are provided with a balance between focused and explicit instruction and learning. Students in Years 7 to 9 participate in a junior secondary program with an emphasis on developing the necessary literacy and numeracy skills to meet the demands of each subject area. In Year 10, the curriculum is structured to assist students in making the transition to the Senior Phase of Learning or into the workforce.

Our school is a registered cattle stud, 'Dangora Gully', and we have continued our successful breeding program for Limousin and Red Angus cattle. Many of our students participate in Show Team, showing cattle at the local agricultural shows. Our Rural program is strongly supported by local farmers and breeders and it is through their support and encouragement that we have been so successful.

We support school captains and student council representatives with a leadership development program that includes regular student leadership meetings, student-run events and excursions to student leadership conferences.

Our school has a range of facilities including swimming pool, tennis courts, and netball courts, a range of exercise and play equipment and extensive ovals for sporting events. Students also have access to desktop and laptop computers allowing for the integration of Information and Communication Technologies into all aspects of learning. At Proston State School P-10, we aim to achieve the best educational outcomes for every student through: promoting a culture of achievement; ensuring a safe and supportive environment; facilitating student independence; and providing a curriculum that is relevant, engaging and inclusive.

## School progress towards its goals in 2018

The school priorities for 2018 were centred on an improvement in student achievement in literacy, in particularly reading. The teaching team worked on creating a culture of consistent expectations and embedding practices to support the improvement of educational outcomes for all students. This specific focus on the improvement of reading outcomes for all students with the continuation of the early intervention reading program, Levelled Literacy Intervention (LLI).

Through 2018 Proston State School P – 10 had a sharp and narrow focus on reading, explicit instruction and student and community engagement through:

### Explicit Instruction

In 2018, teachers and teacher aides continued to develop their Explicit Instruction pedagogy skills through observation and feedback cycles. This was achieved through the 16 Elements of Explicit Instruction as outline by Hughes and Archer. Teachers continued to use these elements as a base for their observations of other teachers and teacher aides who also observed and provided feedback to teachers and other aides.

### Reading

Through 2018 and into 2019, we will be formulating a Whole School reading framework that focuses on the fundamental skills of reading which include oral language, phonics and phonemic awareness, vocabulary, comprehension and guided and shared reading. This plan encompasses the primary and secondary classes. Through 2018, staff at Proston State School worked on developing a shared understanding of guided reading through the Master Teacher Project, and a whole staff commitment to the Reading Centre Professional Learning.

### Student and Community Engagement

In 2018, students in year 7 to 10 continued to engage in specific well-being lessons targeted at their age and gender. These programs included Man V World and Women V World. The general school population continued to utilise the Learning Curve diary program as a source of well-being lessons.

The school's PBL processes were further refined to meet the changing need of our student body with more attention and incentives being paid to students who are doing the right thing and following the school rules. Teachers engaged in training of the Essential Skills to Behaviour Management (ESCMs) to assist in a consistent approach to managing and minimise undesirable behaviours in the classroom.

## Future outlook

Collaboratively review the school's improvement agenda to ensure a sharp and narrow focus supported by a clear articulated explicit action plan with achievable, measurable targets and timelines around reading.

### 12 month: - PERFORMANCE MEASURES AS WHOLE-SCHOOL IMPROVEMENT TARGETS FOR 2018 – 2019

- 50% rate of improvement of students from years Prep, 1,2,3 to be at or above DDSW regional benchmarks in PM reading levels
- 5% rate of improvement of students from years 4,5,6 to be at or above the DDSW regional benchmarks in PM reading levels
- 50% rate of improvement of students from years 7,8,9,10 in reading
- 100% of Teachers can provide evidence that links to summative task; reading

Develop a clear and shared vision for a culture of high expectations of student's achievement and behaviour.

### 12 month: - PERFORMANCE MEASURES AS WHOLE-SCHOOL IMPROVEMENT TARGETS FOR 2018 – 2019

- Improve to have 90% of students to have 0 to 1 incidents recorded on OneSchool
- Improve to have less than 10% of students in the 5 plus incidents and suspensions category
- Improve Tier 1 having universal practices in place in twelve months

Students being accountable for how they learn, behave and interact with others by "Being a Learner, Being Safe, Being Cooperative and Being Respectful".

## Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 10

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	98	114	106
Girls	36	46	44
Boys	62	68	62
Indigenous	16	18	17
Enrolment continuity (Feb. – Nov.)	82%	85%	79%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

## Characteristics of the student body

### Overview

Through 2018, Proston P – 10 State School had a range of composite classes. In the Primary Sector – Kindy, Prep, Year 1, Year 2, Year 3/4 and Year 5/6. Our Year 7 (Junior Secondary) class was included in our Secondary Department and students remain at the school until the completion of Year 10. Students then move onto a

Secondary School of their choice. Due to our small class sizes, our teaching staff are able to devote more time to the individual needs of our students.

The majority of our students are from a rural and/or a low socio-economic background. A small percentage of students reside in the town itself and a large proportion of our students reside on properties ranging from approximately 5 acres to very large grazing properties.

Family occupations range from owning and operating farming and grazing properties, small business operators and trades as well as a range of labouring work in the surrounding districts. A large proportion of families within the school community are welfare dependent due to the limitations of travel services and availability of local work.

There has been a traditionally high level of transience that is attributed to these factors and this has impacted on our enrolment continuity. However, this has improved over time.

Most students walk, ride or catch a bus to school and a small proportion of students travel by car from surrounding areas.

Students with special needs are integrated and included in classes, and receive assistance from our Inclusion Teacher/Support Teacher: Literacy and Numeracy.

## Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	19	13
Year 4 – Year 6	17	21	14
Year 7 – Year 10	9		
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

At Proston State School P-10;

- The Australian Curriculum provides students with an opportunity to achieve standards consist with all students in Australia.
- Teachers work together in clusters with the Head of Curriculum and visiting specialists to plan school-based teaching programs which align to the Australian Curriculum and focus extensively on providing quality literacy instruction in all Key Learning Areas.
- Teachers use and adapt a range of resources including those from C2C and QCAA engage all students and to meet the individual needs of learners. Teachers use differentiation planners to record adjustments for students.
- Teachers use relevant aspects of the Explicit Teaching model and Lyn Sharratt's 14 Parameters to influence learning experiences and how they are delivered.
- A school data plan and assessment schedule outlines the forms of standardised, formative and summative assessments collected to inform teaching.
- A range of incursions and excursion are integrated into units of work across the school to enhance the learning experiences for all students.
- Specialist teachers are employed to deliver music programs in Prep – Year 6, HPE in Prep – Year 10 and Digital Technologies in Prep – Year 6.
- Students from Years 3 - 6 are engaged in growing a range of fruit and vegetables and preparing meals from the produce harvested in the garden.
- Pre-Prep students have access to our on-site E-Kindy program, supported by a qualified early childhood teacher, across 2 days each week.

- Students in Years 7 – 10 have access to a high-quality rural studies program in beef production and Agriculture. The school breeds Limousin and Red Angus Cattle and is supported by a number of primary producers and agribusinesses from the surrounding area.
- Some Rural Studies students participate in our Show Team Program. Students take our school cattle to a number of local area shows and have opportunities to participate in such activities as junior cattle judging, preparation of cattle for showing and sales as well as cattle handling skill development.
- Students in Years 9 - 10 are offered a range of school-based and externally offered TAFE Certificates – Cert. II in Rural Operations, Cert. II Automotive Engineering, Cert II in Hospitality, Cert II in Engineering Practices, Cert I in Career Pathways, Cert I in Active Volunteering. Once completed they receive 4 credit points towards their QCE.
- We provide a variety of lunchtime activities such as Lego Club, Show Team, Drama Club, Art Club and lunchtime structured sports and games.
- Information and Communication Technologies – laptops and computers for integration into all aspects of learning
  - The school has made progress towards the upgrade of our ICT facilities and we now have wireless technology in every learning area throughout the school.
  - We have continued replacing our IWBs with more advanced devices to support ICT classroom learning.
  - We have added to our laptop bank to allow all of our secondary students to have access to a laptop during school hours.
  - The school has 25 iPads for use with Students with Disabilities and use in classrooms throughout the school.
  - Continued to ensure more computers were shared equitably across the early years and primary classrooms.
  - Developed the IT competencies of all staff to ensure the most effective use of iPads, apps, and Interactive Whiteboards and student laptops.

### Co-curricular activities

A range of engaging co-curricular activities are offered on our dynamic school site and at external sites:

- Friday Electives – Dance, Photography, Crafts (jewellery and candle creation), Visual Arts, Street Art, Sports, Robotics, Coding, Drama, Horticulture
- Learning Celebrations – classroom-based events to share learning with families and care-givers
- School Student Leadership Program – external program with cluster schools
- Student Council
- Sports – District team selections
- Lunchtime clubs - Lego club, Drama club, Digital Technologies club, Dance club, Gardening club
- Secondary Camp – Beach Camp opportunities to build leadership skills and teamwork
- Year 6 Canberra Trip – in collaboration with cluster primary schools
- Leadership Camp – Future leaders attend with other cluster schools to build teamwork and collaboration
- Show Team – Local shows and EKKA attendance to show school cattle
- Iron & Clay – visiting musician group
- Easter Hat Parade – Prep – Year 6
- Book Week Parade - Prep – Year 10
- Under 8's Day – local emergency services combine with families and teacher-organised activities to celebrate
- ANZAC Day and Remembrance Day commemorations

## Social climate

### Overview

The school supports a range of different family structures including two and single parent families, blended families and a number of families are foster families or students in the care of grandparents. In the annual School Opinion

Survey, parents have consistently confirmed there has been an increase in satisfaction that their child feels safe at this school and feel that students are treated fairly. To help support and encourage its positive social climate, the school runs:

- School Leadership Program
- Lunchtime Games and Activities
- Student Council
- Behaviour support programs
- Chaplaincy Program

The school has an active Chaplaincy program operating two days a week. We also have the support of a range of services including a Community Health Nurse, visiting Advisory Teachers and a Guidance Officer visits the school once a fortnight.

Students with disabilities and learning difficulties are supported by an Inclusion/Support Teacher: Literacy and Numeracy who assists classroom teachers in adapting and modifying classroom learning programs to meet the individual needs of these students and to support students in their classrooms.

Our School Breakfast Program has continued, providing breakfast to a large number of our students who travel by bus for extended periods of time each morning before arriving at school.

Students and their families are supported by a range of welfare services outside of Education Queensland including Graham Place, Laurel House, Family and Child Connect, South Burnett Occupational Therapy and Bridges Counselling.

In 2017 a review of the Positive Behaviour for Learning Program was successfully undertaken. This has continued into 2018 with processes being refined to celebrate student success and positive behavioural choices. The Proston Proudie system has been a positive addition to the PBL program, connecting positive behaviour with home by sending post-cards to families to recognise outstanding behaviour and effort. Students participate in a rewards activity at the end of each term with a rotation of on-site and off-site activities.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	67%	73%
• this is a good school (S2035)	91%	67%	82%
• their child likes being at this school* (S2001)	100%	83%	82%
• their child feels safe at this school* (S2002)	100%	100%	91%
• their child's learning needs are being met at this school* (S2003)	100%	67%	73%
• their child is making good progress at this school* (S2004)	91%	83%	73%
• teachers at this school expect their child to do his or her best* (S2005)	100%	83%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	60%	82%
• teachers at this school motivate their child to learn* (S2007)	91%	67%	80%
• teachers at this school treat students fairly* (S2008)	91%	83%	70%
• they can talk to their child's teachers about their concerns* (S2009)	100%	83%	91%
• this school works with them to support their child's learning* (S2010)	100%	83%	82%
• this school takes parents' opinions seriously* (S2011)	100%	67%	64%
• student behaviour is well managed at this school* (S2012)	100%	50%	55%
• this school looks for ways to improve* (S2013)	100%	67%	70%
• this school is well maintained* (S2014)	100%	83%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
---	------	------	------

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	73%	86%
• they like being at their school* (S2036)	91%	75%	76%
• they feel safe at their school* (S2037)	98%	71%	88%
• their teachers motivate them to learn* (S2038)	100%	80%	86%
• their teachers expect them to do their best* (S2039)	100%	88%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	84%	83%
• teachers treat students fairly at their school* (S2041)	98%	71%	61%
• they can talk to their teachers about their concerns* (S2042)	98%	79%	76%
• their school takes students' opinions seriously* (S2043)	100%	73%	75%
• student behaviour is well managed at their school* (S2044)	98%	69%	66%
• their school looks for ways to improve* (S2045)	98%	75%	86%
• their school is well maintained* (S2046)	100%	72%	81%
• their school gives them opportunities to do interesting things* (S2047)	100%	79%	83%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	91%	71%
• they feel that their school is a safe place in which to work (S2070)	93%	91%	88%
• they receive useful feedback about their work at their school (S2071)	73%	83%	71%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	92%	100%
• students are encouraged to do their best at their school (S2072)	100%	91%	88%
• students are treated fairly at their school (S2073)	93%	87%	76%
• student behaviour is well managed at their school (S2074)	71%	57%	65%
• staff are well supported at their school (S2075)	67%	83%	71%
• their school takes staff opinions seriously (S2076)	57%	83%	82%
• their school looks for ways to improve (S2077)	87%	91%	88%
• their school is well maintained (S2078)	100%	87%	94%
• their school gives them opportunities to do interesting things (S2079)	73%	83%	76%

Percentage of school staff who agree# that:	2016	2017	2018
---	------	------	------

\* 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

Proston State School acknowledges and values the role that parents, care givers and the broader community play in the education of our students. As such, we welcome and encourage parents and other community members to become a part of school life by volunteering to support school activities, including student learning experiences.

These opportunities include:

- Volunteer program – general classroom and elective program assistance
- Parent information sessions e.g. Prep and Year 11 Transitions
- Parent/teacher interviews
- Open invitation to attend school parades
- Open invitation to attend children's performances e.g. drama, Christmas Concert, sports, music
- Invitation to become a team member for an active and committed P & C committee who have input into school management, budgetary decisions and fund-raising to support school initiatives
- Welcoming tuckshop volunteers – children enjoy having their parent helping out in the tuckshop
- Community partnerships through the Rural Department through donations of animals, equipment and materials
- Regular communication through the school newsletter, notice boards, website, Facebook page and class newsletters
- Awards nights and Year 10 Graduation to recognise the achievement of students
- Community focussed activities to engage parents and develop a sense of family e.g. Under 8's Day,
- Fancy Dress parades, Christmas concerts, choir performances,
- Community partnerships to promote early learning with pre-prep children e.g. E-Kindy
- Partnership with Proston Branch of the RSL for commemorative ceremonies e.g. Anzac Day Parade and Anzac Day March
- A case management approach is used to support students with additional learning needs in learning support, students with disabilities, students with English as a second language or indigenous students.
- A range of personnel with expertise in targeted areas

## Respectful relationships education programs

The school has developed and implemented a variety of programs that focus on appropriate, respectful, equitable and healthy relationships.

- Learning Curve Program – Students from Years 2 – 10 are provided with a school diary to support the delivery of this Wellbeing Program. Short daily lessons are delivered by teaching staff to develop positive *Habits of the Mind, Strengths and Emotions, Mindfulness, Resilience and Physical Health.*
- School-based PBL Program – Learners participate in daily Positive Behaviour for Learning lessons and activities to support the implementation of the school-wide behaviour expectations and rewards. The program encompasses the values of the school – Be Safe, Be Respectful, Be Cooperative, Be a Learner.
- Daniel Morcombe Education Program – students in the primary years receive the curriculum once a year. It is based on principles of best practice in child safety education and centres around three key messages: Recognise, React and Report. Through a series of lesson students learn how to recognise react and report when they are unsafe or find themselves in situations that can have a significant detrimental effect on their physical, psychological or emotional wellbeing.
- Community Health Nurse – protective behaviours. In partnership with the local community and school our nurse works to prevent illness and promote healthy lifestyles and general wellness. The nurse provides support for the school curriculum through teaching and learning of health and safety subjects. The nurse also provides opportunities for parents and members of the school community to access a health professional to regarding the health and wellbeing of young children.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	20	28	29
Long suspensions – 11 to 20 days	0	0	3
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

During the last 12 months the school has focused on encouraging students and staff to turn off lights, heaters and fans in every classroom when not in use. There is also evidence that the installation of our solar panels continue to have an impact on the consumption of electricity. We are also continuing to educate students on the appropriate use of air conditioning units.

The replanting of the school gardens with plants more suited to the local climate has helped keep watering to a minimum.

The School Environmental Management Plan was developed and we continue to examine ways to reduce our consumption of natural resources, reuse materials, however recycling is more challenging as there are no recycling facilities provided by the regional council in our area.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	94,599	108,799	70,170
Water (kL)	2,432	1,249	2,708

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb	Go	
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	16	15	<5
Full-time equivalents	14	8	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	14
Diploma	
Certificate	

\*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 2018 were \$39 725.

The major professional development initiatives are as follows:

- STRIVE – Teaching Tier II Vocabulary

- Teaching of Reading
- Trauma Informed Practices
- Faces on the Data - Lyn Sharratt
- Positive Behaviour for Learning
- Phonemic Awareness
- SATE and ATAR – Year 10 transitions

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 72% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	89%	91%
Attendance rate for Indigenous** students at this school	82%	86%	88%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

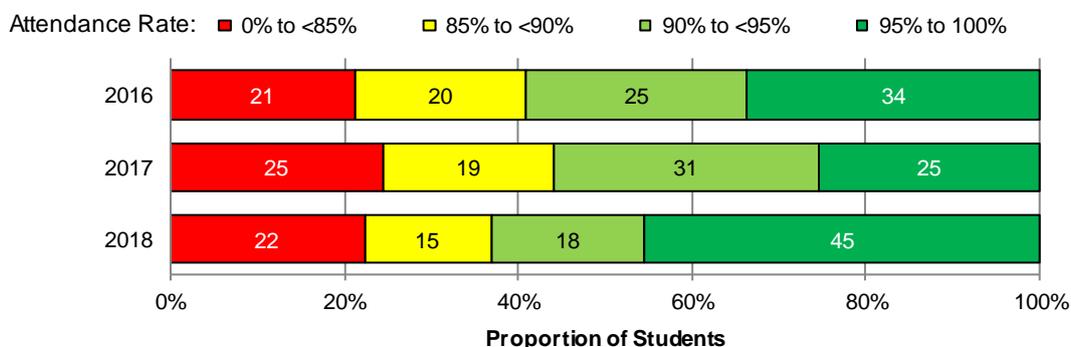
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	91%	87%	95%	Year 7	95%	91%	92%
Year 1	89%	89%	87%	Year 8	84%	84%	93%
Year 2	88%	93%	91%	Year 9	93%	86%	90%
Year 3	88%	89%	94%	Year 10	92%	89%	88%
Year 4	88%	91%	90%	Year 11			DW
Year 5	92%	87%	92%	Year 12			
Year 6	93%	92%	81%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

### Roll Marking

- P-6 school rolls are marked twice daily, morning and afternoon.
- Years 7-10 rolls are marked at the beginning of every session.

### Follow up on Non-Attendance

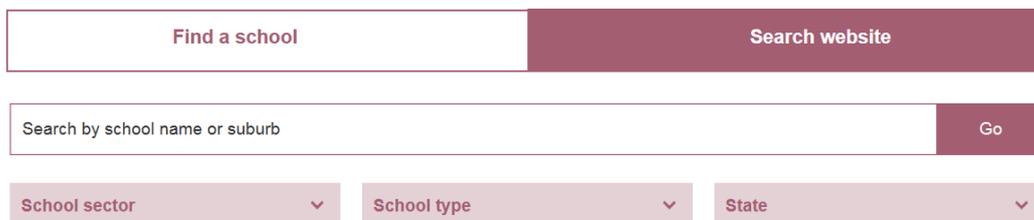
- Office administration contact parents via phone call and then text message before 10am if a child is absent. Any guardian of a student in Out of Home Care is contacted immediately. Parents can then text the school back with explanations for absences.
- Teachers highlight extended non-attendance periods with the Principal or Head of Curriculum and parents are contacted by phone. Contacts are recorded in One School records.
- Administration staff may also alert the Principal as they enter data into One School profiles, a phone call is made immediately an absence is noted and when contact from Parents or Carers has been received.
- Administration send the principal a list of daily student absences.
- Letters are posted home every week to seek reasons for unexplained absences.
- Medical certificates are requested for extended absences.
- Compulsory Schooling Compliant Processes letters are sent home to parents for those students who are repeated non-attenders.
- Other strategies may include contact with Queensland Police Service or the Department of Community Services when deemed necessary.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### **How to access our NAPLAN results**

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.