



Bardon State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Bardon State School is a vibrant school, a school that epitomises the community spirit of Bardon, a school which seeks to maximize each child's potential in a secure, supportive, challenging and family environment of 'Love, Laughter and Learning'. Whilst education has always played an important role in society, that role is even more important in today's ever-changing world. Schools today need to develop in children an ever increasing range of skills, attitudes and knowledge base that will encourage them to be lifelong learners. Bardon State School has, since 1948, established itself as a leader and innovator in the educational arena; a tradition we are proud of and continue to build upon. As a medium sized school (enrolment 330), we offer a pastoral and secure atmosphere for our students. Our grounds and facilities include a library, two multi-purpose courts, a sports oval, purpose built playgrounds for P to 3 and 4 to 7, tuckshop and open air stage with under-covered area. Our distinct extracurricular offerings include an instrumental music program, several school choirs, chess club and interschool sport, to name a few. Our Bardon 2020 Vision is *Nurturing a community of imaginative thinkers to INSPIRE lifelong learning*

Principal's Foreword

Introduction

During 2017 we continued to implement the Australian Curriculum and dedicate ourselves to improving the quality of our teaching and learning opportunities. We have continued to build on from our Quadrennial School Review in 2016 that established our vision for the future – Bardon 2020 – Nurturing a community of imaginative thinkers to INSPIRE lifelong learning. Our professional teaching and non-teaching staff and families worked in partnership to develop this vision and share it with the wider community. This report chronicles our improvement journey in 2017 and outlines our improvement agenda for 2018. Characteristics of the student body and curriculum delivery along with the social climate of the school are described as well as information about our staff and the performance of our students.



School Progress towards its goals in 2017

Met or exceeded	Substantial progress	Limited progress
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Priority Area	2017 Progress	Progress towards Action/Goal
<p>A Culture that Promotes Learning</p> <ul style="list-style-type: none"> Embed a school wide positive wellbeing program for staff and students to maximise engagement and outcomes and create a balance with life and learning 	<ul style="list-style-type: none"> Phase 2 of the BREATHE project completed p-6 All staff invited to participate in 6 week mindfulness course (50% committed to course) Check in conversations completed with all staff twice yearly regarding goals and next steps Establish a WPHS – Wellbeing Committee 	
<ul style="list-style-type: none"> Promote greater connectedness between local schools (Pre and High), universities and the wider community for positive staff and student outcomes 	<ul style="list-style-type: none"> Advanced Learners Programs established with links to TGSHS, UQ, QUT, Indooroopilly SHS for a range of extension and enrichment experiences Staff engaged in Feedback project with UQ Transition program developed to include visits to and from Bardon Kindy and other local kindy's. Prep teachers and ALT team develop transition meetings and data for entry to year one Year 6 teachers and ALT team complete 1:1 meetings with High school transition teams for target students Links to local community business developing for ongoing supports to school – Grilled Rosalie, Bardon Bowls, Billy's Meats MOU completed with local pool for school use - Karalee 	
<ul style="list-style-type: none"> School and Community resources are targeted to key priority areas that promote safe, active and engaging learning and play environments 	<ul style="list-style-type: none"> Grants committee established and successfully completed grants for Top Oval sustainable water supply - \$25 000 P and C and school collaborate on Games-a-thon /Olympathon to fundraise for technology bi annually Local State Member – support with Mayfair and other key events during the year Front of school grant to be completed 2018-2019 – Federally funded initiative 	
<ul style="list-style-type: none"> Communication strategies celebrate the successes of the school, engage and inform the community and promote parental engagement 	<ul style="list-style-type: none"> Completed renewal of website Upgrade Parent Handbook, added a Prep Handbook – distribution to local community with parental assistance Open Day engaged local kindy pre and post Introduced –Coffee Connects (fortnightly) to provide Q&A sessions around key focus areas Established Facebook /Twitter as key communication devices Upgraded to digital newsletter Added a range of celebratory aspects to every assembly for students and staff 	
<ul style="list-style-type: none"> Enhance and embed a quality feedback and coaching culture – between the teaching teams, teachers and students, teachers and parents and student to student 	<ul style="list-style-type: none"> Initial year of 3 year partnership with UQ on FEEDBACK project Learning Goal and Success Criteria evident for all students for English/Maths and build for all learning areas Coaching – 1st of 3 year commitment to Neuroscience of Communication – 3 tiered model in place with 10 teachers completing intensive training and triad practice, leadership followup sessions completed each term Feedback processes/tools trialled in classrooms and CPR focussed on sharing of practice and assessing effectiveness 	
<p>An Expert Teaching Team</p> <ul style="list-style-type: none"> Develop Professional Learning Communities within and beyond the school 	<ul style="list-style-type: none"> BSS continues to be a part of the MCC of 11 schools -promoting moderation across schools and year levels, technology resources and leadership supports PALS – Payne Rd/Mt Nebo/BSS – Provisioning for Advanced Learners policy developed. School visits and resource sharing completed CPR continues weekly within each year level with a facilitator. Focus on clear learning goals / assessment focus / teaching sequence / formative assessment processes / sharing of practice and resources / moderation 3 year Feedback project with UQ initiated – links with Payne Rd teacher to be developed further in 2018. 6 staff trained at BSS 	
<ul style="list-style-type: none"> Support all staff on an improvement journey in data literacy to focus on programming and resources, track effectiveness of practice and improve outcomes for all students 	<ul style="list-style-type: none"> Created Quality Standards for Reading Updated oneportal as key area for all reference resources Developed clear processes for Oneschool data management, contact management and dashboard review Developed TRS folders for key data for visiting staff 	

	<ul style="list-style-type: none"> Developed Transition folders for all classes to assist transfer of key information from year to year CPR weekly meeting includes formative and summative data sharing weekly – tracking individual and class progress Completed review of whole school assessment and reporting guideline 	
Excellence in Curriculum, Innovation and Delivery <ul style="list-style-type: none"> Create a whole school Curriculum Plan Reading /Writing Connection 	<ul style="list-style-type: none"> Whole School Curriculum plan completed and accessible in 'The White Folder' and on oneportal. 4x yearly reiew of term plans Pedagogical Framwork review to be completed 2018-2019 with the introduction of Inquiry Learning – Walker model in 2018 Quality Standards in Reading completed. Year 4 intensive writing support provided through additional staffing 2 x 1 hour weekly Working group (RAT pack) collaborating to produce reading support materials and the BSS Guide to Teaching Reading to promote consistency of practice 	
<ul style="list-style-type: none"> Classroom profiling 	<ul style="list-style-type: none"> All teachers completed profiling twice yearly Beginning teachers coupled with mentors and additional time provided for assessment and reporting review, parent /teacher interview preparation 	
<ul style="list-style-type: none"> Oral Language Screening 	<ul style="list-style-type: none"> Completed in Prep. SLP provided support resources and trained TA to run programming. All students provided support showed improvement through the program 	

Future Outlook

Explicit Improvement Agenda 2018	Indicators for success	Timeline
A Culture that Promotes Learning : <i>Wellbeing</i>	<ul style="list-style-type: none"> Embed a school-wide positive well-being program for staff and students to maximise engagement and outcomes and create a balance with life and learning Continue to promote connectedness between local schools (pre and high), universities and the wider community for positive staff and student outcomes (MCC, Advance Learners Programs, UQ Feedback Project, Professional Learning Communities (PALs program) Maximise powerful partnerships within and beyond the school Enhance and embed a quality feedback and coaching culture - between: the teaching teams, teachers and students, teachers and parents and students to students. 	<ul style="list-style-type: none"> End 2018 Throughout 2018 End 2018 End 2018 and beyond
An Expert Teaching Team: <i>Feedback</i> <i>Coaching</i> <i>Innovative Practice</i>	<ul style="list-style-type: none"> Continue to embed Professional Learning Communities (CPR/ MCC/ CLC) within and beyond the school Develop support guides and a clear induction processes for all staff to ensure understanding of vision / values / processes / policies and pedagogy Support all staff on a continual improvement journey in data literacy to focus programming and resources, track effectiveness of practice and improve outcomes for all students (Focus on WRITING in the Reading/Writing connection) including dedicated Curriculum Coordinator position 1 day a week to lead the project Collaboratively build teacher knowledge, capability and ownership of the school's response to intervention (Collaborative Professional Release CPR - Cycles of Inquiry and Active Learning Team (ALT) processes) Embed the Feedback processes in Year 4 (Feedback Project) and introduce through reviewed CPR sessions P-6 	<ul style="list-style-type: none"> Term 1 onwards Term 1 onwards Term 1 onwards Term 1 onwards Term 2
Excellence in Curriculum Knowledge, Innovation and Delivery: <i>Reading and Writing Connections</i> <i>Explicit and Inquiry</i>	<ul style="list-style-type: none"> Engage staff in a review of Pedagogical and Whole School Curriculum Frameworks, to ensure a shared understanding of the intended curriculum reflecting a strong focus on balance between Explicit and Inquiry models. Review planned learning experiences to ensure they are engaging, challenging and relevant for ALL students (support, extension, enrichment) Differentiate and innovate the professional learning opportunities for all staff to support their individual growth in targeted areas and share expertise (Australian Curriculum knowledge, Explicit and Inquiry models, Data literacy, Feedback and Coaching processes) and share expertise Continue to embed the BSS Guides for the Teaching of Reading and associated Quality Standards and develop the Reading/Writing Connection 	<ul style="list-style-type: none"> Terms 3 and 4 Term 1 onwards Term 2 onwards Term 2

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	322	150	172	3	96%
2016	304	135	169	4	93%
2017	316	143	173	6	97%

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

In 2017, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

Students at Bardon State School are focused on our school expectations of Being Safe, Being Responsible, Being Respectful and Being an Active Learner.

Academically we are a high performing school with NAPLAN results placing Bardon, an urban school, in the top 10 schools in Queensland in both Years 3 and 5.

Students have an opportunity to access support through our Active Learning Team teachers who work as Co-Teachers with the classroom teachers across the school. Students also have a range of extension, enrichment and Gifted and Talented programming they can access throughout each year.

The community and parent body are key links to our school and our students. The school community value education and the parents are highly educated themselves. Approximately 2% of students have a verified disability and 2% of the student population identify as Aboriginal and/or Torres Strait Islander. Religious education (Anglican and Bahai) is offered at the school and is undertaken by approximately 20% of the students. 8% of students have English as an additional Language or Dialect.

Students take pride in their uniform, their school and their learning. Many of our students are second or third generation indicating a wonderful sense of community.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	21	23
Year 4 – Year 6	24	24	24

Curriculum Delivery

Our Approach to Curriculum Delivery

- At Bardon State School the teachers collaboratively develop curriculum plans aligned to the Australian Curriculum
- Year level teams meet 1 hour a week (CPR) as part of a professional learning community to analyze student data and develop targeted teaching and learning experiences aimed at allowing students to reach their next step in learning, moderate assessments, track student progress and share practice
- A balance of Explicit Instruction and Inquiry coupled with Gradual Release of Responsibility Model is central to our pedagogical practice.
- We are strengthening the connection between Reading and Writing by aligning practice to Quality Standards and clear guidelines for the Modelled, Shared, Guided and Independent Phases
- Specialist Lessons in LOTE – Japanese Years 4-6
- Specialist Visual Art Lessons – P-6 Art Intensives of 2 hours a term
- Specialist HPE, Music, Dance and Drama P-6 weekly
- Specialist Digital Technologies lessons P-6 weekly
- Specialist STEM lessons P-4 weekly

Co-curricular Activities

- Interschool Sport Program 4-6 weekly
- Chess Club including specialist instructor
- GRIPPS and Strings Camp – extension Music program
- Student Leadership program including a Student Council formed from leaders from Yr 3-6
- Camp Program – Years 3-6
- Instrumental and Arts Evenings
- Choral and Instrumental Programs– Specialist Instructors
- Bardon Lunch Clubs (Drama Club, Coding Club, Green Team, Lego Club, Construction Club)
- Extension and enrichment programs including Art Extension - TGSHS, Maths Team Challenge, Science Challenge – TGSHS, Mount Coot-tha Young Writers, Readers' Cup
- District /Regional /State representation in all sporting areas

How Information and Communication Technologies are used to Assist Learning

A Digital Technology Room is part of our resource Centre, housing a bank of 30 laptops. These are accessed from P-6. In addition, banks of computers/laptops are available in each classroom. iPads are also used as an additional learning tool. Classes can book sets of iPads as required. Preps have sets available on a daily basis.

Social Climate

Overview

Bardon State School is a medium sized school with an active and positive social climate enjoyed through the school and wider community. The school encourages social activities such as a Welcome Breakfast, Bardon Café, Under Eight's Day and individual class celebrations. Other social activities organized by our parent body and staff include; the annual Art's Night, End of Year Concert, Mayfair, annual Disco.

Pastoral Care in our school is integral to our daily routine. Each classroom has an explicit set of expectations aligned to our school expectations. These are supported with clear positive and negative consequences for choices. Creating a clear set of expectations and a predictable environment optimizes the learning environment and minimizes learning interruptions. We also benefit from the work of our School Chaplain who works at our school three days a week and supports social interactions through the toast club before school one day/week. Our Active Learning Team supports students with alternative play choices through our many Bardon Lunch Clubs such as; construction club, origami, drama etc.

We have implemented the HIGH FIVE program across the school as part of our anti-bullying program. Students are taught the skills to manage difficult situations and to empower them to problem solve independently. Reporting inappropriate behaviour is supported by all staff.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	97%	92%	75%
this is a good school (S2035)	97%	89%	75%
their child likes being at this school* (S2001)	94%	97%	94%
their child feels safe at this school* (S2002)	94%	97%	92%
their child's learning needs are being met at this school* (S2003)	94%	83%	72%
their child is making good progress at this school* (S2004)	94%	86%	72%
teachers at this school expect their child to do his or her best* (S2005)	94%	94%	86%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	88%	83%
teachers at this school motivate their child to learn* (S2007)	91%	89%	81%
teachers at this school treat students fairly* (S2008)	91%	90%	74%
they can talk to their child's teachers about their concerns* (S2009)	97%	92%	86%
this school works with them to support their child's learning* (S2010)	94%	81%	72%
this school takes parents' opinions seriously* (S2011)	85%	80%	66%
student behaviour is well managed at this school* (S2012)	85%	94%	78%
this school looks for ways to improve* (S2013)	88%	91%	83%
this school is well maintained* (S2014)	97%	100%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	97%	93%
they like being at their school* (S2036)	96%	97%	90%
they feel safe at their school* (S2037)	97%	95%	89%
their teachers motivate them to learn* (S2038)	100%	100%	89%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	99%	97%	87%
teachers treat students fairly at their school* (S2041)	99%	94%	78%
they can talk to their teachers about their concerns* (S2042)	95%	90%	71%
their school takes students' opinions seriously* (S2043)	97%	88%	77%
student behaviour is well managed at their school* (S2044)	96%	90%	71%
their school looks for ways to improve* (S2045)	99%	97%	87%
their school is well maintained* (S2046)	99%	97%	88%
their school gives them opportunities to do interesting things* (S2047)	95%	99%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	93%	95%
they feel that their school is a safe place in which to work (S2070)	96%	100%	95%
they receive useful feedback about their work at their school (S2071)	88%	93%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	78%	80%
students are encouraged to do their best at their school (S2072)	92%	100%	100%
students are treated fairly at their school (S2073)	88%	93%	95%
student behaviour is well managed at their school (S2074)	92%	93%	95%
staff are well supported at their school (S2075)	92%	86%	95%
their school takes staff opinions seriously (S2076)	92%	93%	94%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	92%	100%	95%
their school gives them opportunities to do interesting things (S2079)	92%	100%	89%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are in partnership with teachers to support their child's learning journey. Parents are engaged Parent information evenings that highlights the overall school direction and specific classroom information from each teacher. Teachers provide newsletter articles to ensure curriculum connections with the entire parent community. In addition, teachers provide class newsletters on a regular basis to inform and update their parent body on key curriculum and class events.

Coffee Connect sessions are held each fortnight in key areas. Additionally, Curriculum Snapshots are provided to parents each term. During 2016, the whole school had the opportunity to explore the Vision for Bardon State School for the next 4 years as part of the Quadrennial School Review. Additional opportunities for Community engagement included;

- Belle Property – Spirit of Excellence
- P&C/School/State member – Top oval redevelopment, Community Garden
- Daniel – Chaplain – Mother Child evening, Welcome breakfast
- Bardon Bowls Club – Remembrance Day
- Anzac Day Memorial Service
- Under 8's Day Community celebrations- engaging local Kindy and community members
- Chess Club, Digi Tech club, Bardon Lunch Clubs
- Transition programming – TGSHS, local Kindy
- Grilled – Awesomely Awesome Awards
- PCYC –OSHC and school support
- Speech/Drama/Music/Coding
- Year Level Celebrations of Learning
- Parent info sessions – Initial whole of school, Coffee Connects, Specialized info evenings
- Open Day

Our Active Learning Team supports teachers to provision for students with a range of learning needs. Teachers attend weekly Active Learning Team Meetings to refer students who require targeted support and extension, engagement of specific specialists such as Guidance Officer or Speech Language Pathologists and/or to develop support plans. An inclusive model of support is central to our philosophy of supporting teachers and their learners. ALT team work as co-teachers to support or extend within the classroom environment on adjusted programs wherever possible.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. P-6 classes have engaged in the Friends for Life program through a weekly lesson hosted by the Chaplain and class teacher. Bardon Lunch Clubs facilitate opportunities for smaller groups to come together around interest areas. They are facilitated by a staff member and provide an opportunity to explore social connections and appropriate social language when needed. The school has re engaged with the Life Education Program this year and will be continuing this connection in the future to build knowledge and understandings around personal health, social communication and other key issues.

Our school camp program was extended to include year 4 this year and we are hoping to continue to build on this growth in years ahead to allow for a 'camp' experience for all year levels. On camp we explore, communication, conflict resolution, team building personal responsibility and self-management issues and skills.

Our school leaders are engaged in a growing leadership program that includes a 5 day camp, orientation day at the beginning of each year and Kokoda Trek experience.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	1	1	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The GREEN Team was introduced this year. They have developed a range of waste reduction systems in the school including – Walk to School Wednesday, Wrapper Free Wednesday and waste management systems to promote recycling.

Our community garden has also had the addition of a Prep area with teachers leading each of these initiatives

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015		568
2015-2016	86,800	
2016-2017	44,416	4,694

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

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Sector:

Government

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SEARCH

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	27	15	0
Full-time Equivalents	20	9	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate Diploma etc.**	4
Bachelor degree	17
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$ 95 000

The major professional development initiatives are as follows:

- Beginning Teacher Mentoring support - 5 000
- Neuroscience of Coaching – 3 Tier Model (Intensive Group 1 course, whole staff level – Brain Mapping, Leadership Team Coaching) - 40 000
- Reading Writing Connection - 5 000
- Inquiry Based Learning - 5 000
- STEAM initiatives - 5 000
- Classroom management models and practice – Regional funded -
- Collaborative Professional Release – Year level weekly professional learning community – 20 000
- THRASS - 5 000
- Feedback Project (BSS& UQ) - 10 000

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	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 2017.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	93%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

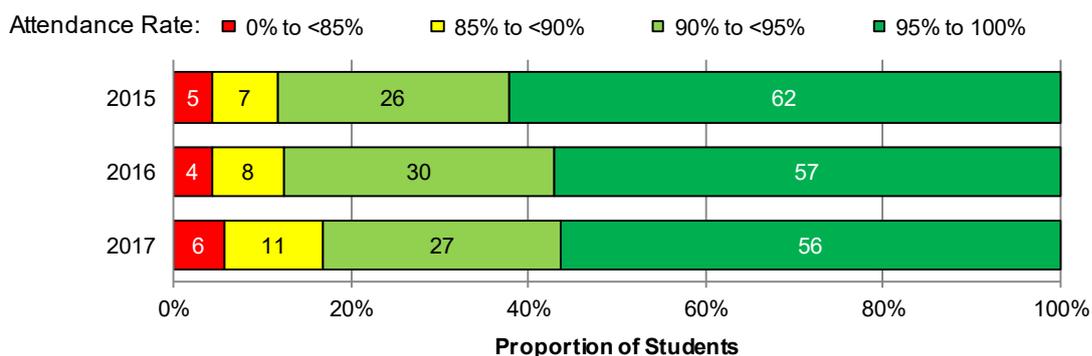
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	95%	95%	96%	94%	97%	96%						
2016	95%	95%	93%	96%	94%	93%	95%						
2017	96%	95%	95%	93%	95%	92%	93%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

Electronic Roll marking is used twice daily by classroom teachers. Absences are phoned in by parents to a dedicated number. Or emailed to the office email address or information is provided directly by parents to the office. Rolls are checked by 9.30am and an SMS is sent to any parents regarding unexplained absence. A02 then contact parents directly if no further notice is received of student whereabouts. If there is no contact and all efforts to contact fail a referral is made to Principal or Deputy Principal. Absence that are not of a reasonable nature are referred to Principal and Deputy Principal. Students who show increases in absence, lateness or early departure, pattern of absences or extended absence are identified by class teaches and Administration is contacted for follow up. Roll marking reports are checked weekly by A02 and Principal for inconsistencies. All staff are provided with regular reports to monitor class absence levels

Newsletter articles and reminders on assembly are provided to encourage school attendance. Posters are placed in all classrooms and in the office – “What sort of Start is My Child Getting” and “Is Your Child Getting the Best Chance at School” to encourage daily, on –time attendance at school. Data is shared with the community regarding absence

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/>.

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