



Seaforth State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Melissa Francis – Acting Principal

## From the Principal

### School overview

Seaforth State School is a co-educational school in a small coastal location north of Mackay. The school values and provides quality education for all students from Prep to Year Six. Seaforth is a 'hidden oasis' comprising of multiple low set classroom buildings, an Early Years Hub, Resource Centre, beautifully maintained open play spaces, including a school oval and a floodlit multipurpose court. At Seaforth, we have a whole school focus on continuous improvement through students being in class, on task and learning as we implement sequential focused teaching and learning lessons. Curriculum programs for Years Prep to 6 are developed around all key learning areas of the Australian Curriculum, with the majority of students in multi-age class groups. Seaforth State School enhances the educational opportunities for their students by being part of the Northern Highway Cluster of schools. Through the schools PBL processes, we enact a positive approach to behaviour by developing respectful, safe, responsible learners. Our extra-curricular program includes opportunities in academic, cultural and sporting experiences such as Reef Guardians, an annual camp, 0-4yrs Playgroup (Monday Munchkins), various incursions and excursions, garden club, community projects and leadership activities. At Seaforth State School, parent and community involvement in schooling may take many forms. Education is considered a partnership between parents, caregivers, students and teachers working together to maximise achievement for every learner to become an engaged global citizen.

Our vision is for every child at Seaforth State School to possess high aspirations through our Motto: Dream, Believe, Achieve.

Our school is committed to providing a quality education that prepares students to be successful, confident learners within a rapidly changing world. We are adopting Visible Learning and various age appropriate teaching strategies to enable teachers to see learning through the eyes of the students, enabling students to take responsibility for their own learning.

Respectful relationships between students, parents and the school community are valued and enhanced to promote student learning and well-being. We achieve this by providing a safe and secure environment; nurturing respect and trust for others; developing partnerships and working collaboratively with the Northern Highway Cluster and the broader community; demonstrating and achieving high expectations for all.

We base our values and teaching practices around the 'You Can Do It' program, the dispositions of 'Visible Learning' and Carol Dewek's growth mindset and the power of 'Yet'. At Seaforth State School we show Confidence, Persistence, Organisation, Resilience and Getting Along with teachers who promote positive social interactions and encourage children to embrace challenges and change. We nurture learning dispositions such as curiosity, independence, resilience, optimism, good humour and confidence to reach their full potential.

### School progress towards its goals in 2018

LEGEND TO SHOW PROGRESS OF 2018 AIP	
RED	NOT THERE YET
AMBER	ON OUR WAY
GREEN	ACHIEVED

## SEAFORTH STATE SCHOOL – AIP, 2018.

<b>IMPROVEMENT PRIORITY 1 – READING ACROSS THE CURRICULUM</b>
<b>STRATEGY – Build teacher and aide capacity and capability to teach reading explicitly</b>
<b>ACTIONS</b>
Review school's Internal Monitoring plan to ensure consistency of data being collected to gauge improvement and inform teaching for increased improvement.

Review school's Reading Framework to ensure effective strategies and initiatives are used across the school.
Engage staff in PLC – how to teach reading effectively. (Use of Evidence Hub and departmental strategies)
Ensure agreed (non-negotiable) reading strategies and initiatives are being taught and used in EVERY classroom EVERY day and in ACROSS the curriculum (Principal walk throughs and feedback observations).
Set reading goals with students based on the internal data gathered (PM Benchmark / PROBE, Early Start, Literacy Continuum) and complete benchmarking as goals are reached throughout each term. (New or revised goals after each benchmark completion).
<b>STRATEGY – Promoting reading within the school and wider community</b>
<b>ACTIONS</b>
Engage students in reading/being read to at LEAST 4 nights a week (Kluwell's My Home Reading log).
Recognition on parade and via newsletter (certificates).
Participate in extra-curricular reading events to promote enjoyment of reading – Premier's Reading Challenge, Reader's Cup, Whitsunday Voices Literature Festival.
Engage parents in appropriate reading workshops and involving them in classroom reading.
Promoting reading for enjoyment in the Early Years through Playgroup and Early Years Hub community groups.
<b>IMPROVEMENT PRIORITY 2: VISIBLE LEARNING (Cluster initiative – contextualised to own school)</b>
<b>STRATEGY – Implementing strategies and processes identified through Visible Learning research inquiry</b>
<b>ACTIONS</b>
All staff participate in the Visible Learning Plus professional development series – Foundation Day and Inside Series workshop.
Lead school based inquiry into the characteristics of a Visible Learner.
Display and explicitly teach students "What am I learning today? Why am I learning this? How will I know that I learned it?"
Continue to develop students understanding of being assessment capable learners by explicitly teaching unit metalanguage and use of learning displays.
<b>IMPROVEMENT PRIORITY 3 – POSITIVE BEHAVIOUR FOR LEARNING (PBL)</b>
<b>STRATEGY – Implementing revised Responsible Behaviour Plan for Students (RPBS) with a focus on Positive Behaviour for Learning (PBL)</b>
<b>ACTIONS</b>
Review school's current Responsible Behaviour Plan for Students to include Positive Behaviour for Learning (PBL) with all stakeholders – students, staff, P & C and parents.
Engage the services of the Regional PBL Coach to support the PBL team.
Provide ongoing PBL training for designated PBL team members as PBL progresses at school.
School PBL team meet at least twice a term to review data and support staff.
Ensure PBL reward and consequences processes are followed as per the RBPS to embed consistency.
Ensure PBL weekly focus is taught in each classroom EVERY day.
Discuss PBL focus in newsletter and on parade.
Promote PBL with parents and wider community.
<b>STRATEGY – Promoting attendance within the school and wider community.</b>
<b>ACTIONS</b>
Promotion of Every Day Counts resources and information via weekly parade and school newsletter.
Track and monitor students < 85% attendance.
Work with regional and external agencies to support students who are having difficulty attending school regularly, and their families.
Prize and recognition in newsletter for 94% or more attendance each term.

## Future outlook



# Seaforth State School 2019 Annual Implementation Plan

### Improvement Priority 1. Full Australian Curriculum Implementation - General Capabilities

#### Targets

Improvement in A-E data in all areas  
 100% of Year 3 & 5 above NMS in all areas of NAPLAN  
 100% of staff in working collaboratively to build a collective understanding of General Capabilities for the Literacy demands of the Australian Curriculum.

<b>Strategy:</b>	Build teacher understanding of the General Capabilities so that teachers can identify the students' Literacy needs across all KLA's to identify next steps in learning.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Support teachers to work collaboratively with the NH Cluster HOC to develop 'Know' and 'Do' charts that aligned with the Literacy demands of the Australian Curriculum.	Ongoing	Principal, HOC, Year Coordinator
Principal to lead data PD to build teacher capacity to identify where each student sits within A-E data and what their next steps are.	Term 1	Principal
Teachers to be provided release time to engage in PLC's to regularly review student data and refine student SMART goals.	Term 2	Principal, Year Coordinator

### Improvement Priority 2. Differentiation and Personalised Learning

#### Targets

100% of lessons having Learning Intent and Success Criteria linked to student goals for English.  
 100% of students can articulate their personalised learning goals, their progress and their next steps for learning.  
 100% of Year 3 & Year 5 above NMS in Reading.  
 Increased number of Year 3 and Year 5 Students to be identified in U2B Reading.

<b>Strategy:</b>	Build teacher understanding of Age Appropriate Pedagogies and their impact on student engagement.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Use Early Start materials across Prep to Year 2 to inform teaching, learning and resourcing, and to track progress.	Term 1	Year Coordinator
Scan, assess and review curriculum planning to ensure balance between holistic development and academic goals to provide a strong foundation for success at school.	Ongoing	Principal, HOC, Year Coordinator
Implement active learning approaches that promote positive dispositions to learning and encourage student independence and confidence.	Term 1	Year Coordinator
Teachers to be released for Learning Walks and Talks to observe AAP teaching pedagogy at school and beyond.	Term 2	Principal, Year Coordinator
<b>Strategy:</b>	Embed the use of co-constructed Learning Walls and personalised goals in English, Maths and Science.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Introduce regular PLC's to assist in moderation and clear understanding of strategies needed for continual improvement in all learning areas.	Term 2	Principal, HOC



## Seaforth State School 2019 Annual Implementation Plan

### Improvement Priority 2. Differentiation and Personalised Learning

Targets		
100% of lessons having Learning Intent and Success Criteria linked to student goals for English. 100% of students can articulate their personalised learning goals, their progress and their next steps for learning. 100% of Year 3 & Year 5 above NMS in Reading. Increased number of Year 3 and Year 5 Students to be identified in U2B Reading.		
<b>Strategy:</b>	Building Teacher and Teacher Aide understanding of the Literacy Continuum so that teachers can identify students literacy needs and next steps for learning.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Teachers provided release time to attend regular student data meetings utilising literacy continuum, class dashboard, GTMJ to differentiate next steps for student personalised SMART goals.	Term 1	Principal, Year Coordinator
<b>Strategy:</b>	Engage and collaborate with community partners, including the early childhood education and care sector.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Engage Early Years Coach to build teacher understanding of AAP.	Term 1	Principal
Maintain Playgroup 'Seaforth Monday Munchkins' for children's optimal transition to school	Term 1	Principal
Establish On Campus eKindy Pod	Term 2	Principal
Utilise AEDC data to establish an Early Years 0-5 Community of Practice to address developmental vulnerability within the community.	Term 3	Principal, Year Coordinator

### Improvement Priority 3. Embed a consistent approach to the management of behaviour.

Targets		
School Opinion Survey results 100% 'student behaviour is well managed at this school' for staff, parent and students.		
<b>Strategy:</b>	Scan, assess and review current practices to develop a consistent and agreed whole school approach to managing behaviour across all year levels.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Engage staff, students and community in consistent and regular communication to ensure clear links to the high expectations for Seaforth's PBL and attendance strategy.	Term 1	Principal, Year Coordinator

## 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 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	110	112	80
Girls	52	58	40
Boys	58	54	40
Indigenous	12	11	8
Enrolment continuity (Feb. – Nov.)	88%	91%	88%

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.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

The Seaforth State School student body is predominantly stable. Approximately 95% of our enrolments live in the small townships of Seaforth, Ball Bay, Haliday Bay and Cape Hillsborough. The remainder of our enrolments are from surrounding farming properties. Enrolment continuity is affected by families moving closer to their mother/father whom are employed through the mining industry. A number of our families travel to Mackay for sporting and/or arts, cultural activities that are not available in Seaforth. 9% of our enrolments are Aboriginal and/or Torres Strait Islander children. Majority of families coming from homes with two parents living together and the majority of families coming from homes where one or more parent is working.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	21	20
Year 4 – Year 6	26	23	24
Year 7 – Year 10			
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

The school uses the ACARA guidelines and makes use of a selection of C2C materials for the majority of the KLA's. The school utilises a number of different assessment methodologies including:

- Pre and post tests to determine prior knowledge and then distance travelled.
- Other diagnostic tests.
- Formative assessment items.
- Summative assessment items.

At all stages attempts are made to differentiate teaching methods and assessments to meet individual students' needs.

The School offers a range of Extensions and Enrichments including:

- Involvement in local, state and national, literacy and numeracy competitions and enrichment challenges.
- Optiminds .
- Incursions/Excursions to extend the learning environment for all year levels.
- School camps for Years 4, 5 and 6.
- Garden Club.

- School Sports and Athletics programs including Swimming, Cross Country, Inter-House Athletics and Active After School Sports.
- Student extension beyond their given year levels, supported with an Individual Curriculum Plan.

## Co-curricular activities

Valued programs and events such as, author visits, transition program for Year 6 to visit the High School, Student Leadership Program, Senior Badge Program, excursions and school camps, Arts Council program, community service involvement, Book Week and Reef Guardian partnerships are also part of the school calendar. Student leaders are very active in running free dress days and other school lunch activities.

## How information and communication technologies are used to assist learning

Student learning is enhanced by the use of ICT's across the curriculum areas. Students have access to the majority of their computers through a computer lab which is located in the Resource Centre. Teachers have access to interactive whiteboards, mobile SMART screens and data projectors in classrooms.

ICT usage is directed by the Units of Work of the school curriculum. This includes the generation of student products of work, as sources of communication and display, as sources of information, as assessment and presentations of student learning and for generative communication. The school is progressing its STEM agenda.

## Social climate

### Overview

The school promotes a climate of respect and focused learning. At Seaforth, our motto is 'Dream, Believe, Achieve'. We believe every child matters every day and each child has the ability to achieve. High expectations are set through our school policies and we expect parents, teachers and the Admin team to work together to support the student to achieve their very best. Our school is reinvigorating focus on the Kids Matter Framework and You Can Do It! This provides a great framework for social inclusion and kids doing their very best.

### 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)	100%	100%	89%
• this is a good school (S2035)	89%	95%	78%
• their child likes being at this school* (S2001)	94%	95%	89%
• their child feels safe at this school* (S2002)	100%	95%	100%
• their child's learning needs are being met at this school* (S2003)	89%	90%	89%
• their child is making good progress at this school* (S2004)	94%	95%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	89%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	95%	78%
• teachers at this school motivate their child to learn* (S2007)	94%	95%	78%
• teachers at this school treat students fairly* (S2008)	94%	85%	44%
• they can talk to their child's teachers about their concerns* (S2009)	100%	95%	78%
• this school works with them to support their child's learning* (S2010)	100%	90%	78%
• this school takes parents' opinions seriously* (S2011)	94%	90%	56%
• student behaviour is well managed at this school* (S2012)	94%	85%	56%
• this school looks for ways to improve* (S2013)	94%	100%	67%
• this school is well maintained* (S2014)	100%	100%	89%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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\* 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)	96%	100%	95%
• they like being at their school* (S2036)	83%	95%	90%
• they feel safe at their school* (S2037)	86%	92%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	100%
• teachers treat students fairly at their school* (S2041)	93%	84%	95%
• they can talk to their teachers about their concerns* (S2042)	100%	92%	90%
• their school takes students' opinions seriously* (S2043)	96%	95%	90%
• student behaviour is well managed at their school* (S2044)	93%	95%	90%
• their school looks for ways to improve* (S2045)	100%	95%	95%
• their school is well maintained* (S2046)	93%	100%	95%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	95%

\* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	94%	86%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	93%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	94%	86%	73%
• their school takes staff opinions seriously (S2076)	88%	86%	64%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	82%

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

Our School processes provide links with our school community. Parents were provided with opportunity to attend regular P & C Meetings where reports about school operations and budget were presented by the Principal. The school has a very dedicated P&C executive committee as well as a number of parents actively engaged in P and C subcommittees. Some parents took part in a range of activities including attendance at assemblies where students shared their work and received awards, as well as parent teacher information evenings and parent teacher meetings which allowed opportunity to discuss student progress. Parents attended sports days, sporting events and showcase activities and were invited to excursions and other outings students attended. We communicate to parents through a newsletter, Facebook, email, text message and mail outs.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This is supported in our PBL strategy which reinforces Be Safe, Be Respectful, Be Responsible by all at the school. Children are taught to listen to one another, and to consider the ideas of others. They are taught to explore disagreement respectfully. These skills then transfer into other areas of school life, both within the classroom and outside of it. Teachers endeavour to always give children a fair hearing. To really listen to the point of view of all stakeholders and to collaborate with students for a reasonable, agreeable outcome.

## 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	1	0	5
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	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

Seaforth State School is a Reef Guardian School that implements a variety of strategies to reduce our environmental footprint. Air-conditioning facilities are only used when necessary, when in use, all doors and windows are closed to conserve energy. The school has a 'Garden Club' and 'Worm Farm' where students compost daily by feeding the worms or placing scraps in the compost heap. Worm liquid is then used to fertilise the fruit and vegetables in the school garden. All toilet taps are fitted with a mechanism to ensure they turn off after use. The grounds are only watered when necessary and the school has several rain water tanks to catch water which is used to keep the grounds green.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	46,947	41,682	59,496
Water (kL)	478	1,479	

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.

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

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

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	9	9	0
Full-time equivalents	6	5	0

\*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	
Graduate Diploma etc.*	
Bachelor degree	9
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 \$3397.00

The major professional development initiatives are as follows:

- Northern Highway Cluster Curriculum Planning Meetings (Literacy/Numeracy)
- Positive Behaviour for Learning
- Staff Mandatory Training
- Teacher Aide Training
- CQ Principal's Conference
- QASSP Conference

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.	98%	98%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 77% 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 Primary schools was 92%.

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	93%	93%	91%
Attendance rate for Indigenous** students at this school	94%	92%	87%

\* 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
Prep	92%	93%	91%
Year 1	94%	90%	93%
Year 2	93%	92%	91%
Year 3	95%	96%	89%
Year 4	94%	93%	91%
Year 5	94%	95%	89%
Year 6	92%	93%	94%

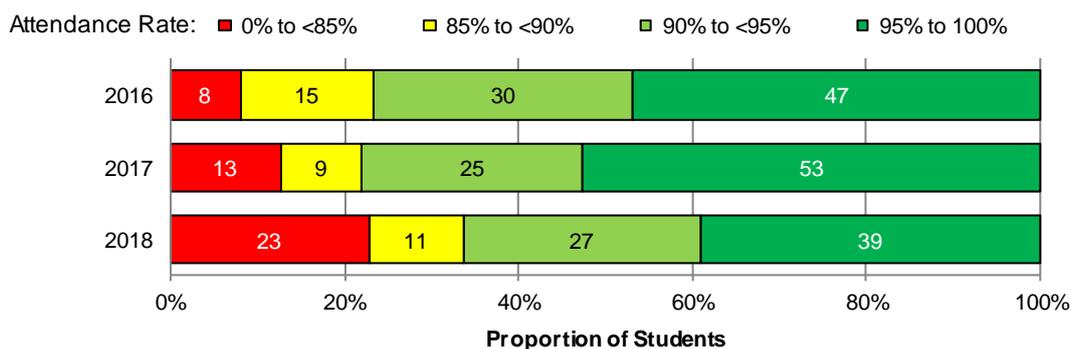
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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.

Roll marking is done electronically twice daily [8:45am and 2.00pm] and entered directly onto one-school or in the case of relief Teachers on a paper copy roll which is then transferred to One School by the class teacher the next day. Where a student is absent [unexplained] for 2 days or more, teachers activate a series of measures to ascertain the reason for absences, including a note to Admin staff to follow up as well.

Where absences continue as unexplained or is not satisfactorily explained, correspondence about compulsory attendance at school is activated by the principal and communicated to families. A record of contact is made of these communications. Parents are advised to seek an Exemption form Compulsory attendance if a child is absent from school for more than 10 days. FTA forms are utilised where appropriate [Failure To Attend 1,2,3,4,5,6]

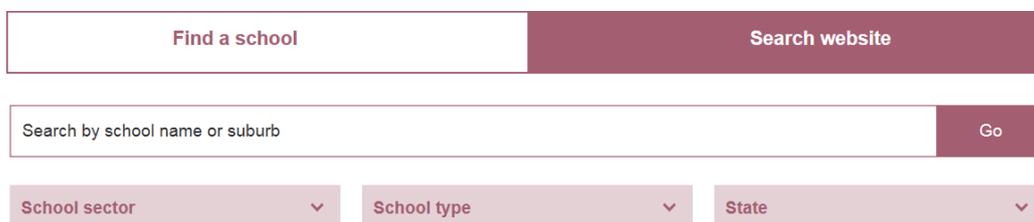
The Every Day Counts message is continuously advertised to parents through all methods of communication and is linked to the school's PBL focus.

## 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.



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



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



#### 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.