Hampden State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

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

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School Overview

Hampden State School is located on the Bruce Highway 30 kilometres north of Mackay and caters for students from Prep to Year Six. Hampden prides itself on offering excellence in teaching in a friendly, well resourced and attractive environment. Hampden's 75 students generally live within a six kilometre radius of the school, often on small acreage lots. The small township of Kuttabul, three kilometres to the north, is the school's local service centre. Hampden has in place a range of quality programs covering all of the Australian Curriculum. Our teachers liaise closely with two nearby secondary schools and six primary schools which form our professional cluster group, ensuring continuity and review of curriculum materials. Hampden lives up to its motto 'Learning for Life' by providing a wide range of educational and extra curricular experiences for our students to participate in, and benefit from, including an annual camp, choir, community projects and leadership activities. The sense of community is very strong in our district with people coming together at every opportunity to support each other, help out on projects, or to celebrate special events.

Introduction

This Annual Report helps the school to share with parents and other members of the community information about the school, its strengths and its performance for 2016. It provides a snapshot of the offerings and achievements of Hampden State School for the previous 12 months.

Hampden State School continues to strive for improvement in the areas of literacy and numeracy. To achieve this, consistent intervention mechanisms have been put in place as well as setting up support strategies for those students working below the national average.

This report also contains information about what makes our school unique – the exciting and engaging teaching and learning, the multi-age learning environment, the social skills, the family-like supportive learning environment and the dedication and commitment of all staff. The content of this document meets both the Queensland Government and Australian Government annual reporting requirements for schools. Interested people can access this Annual Report via the School Website or from the school administration upon request.

School Progress towards its goals in 2016

Priority	Actions	Not Started	Developing	Embedded
Reading	• Embed the implementation of the documented whole school consistent approach to the teaching of reading (The Big 6 of Reading; use of THRASS, Reading on the Same Page, Cars & Stars)			√
	• Embed mastery of Explicit Instruction approach to the teaching of reading			√
	• Embed, review and refine assessment and monitoring policy to improve NAPLAN Mean Scale Score and Upper 2 Bands reading achievement in 2016/2017		√	
	• Continue to provide Professional Development for staff to develop capability around the teaching of reading, including the use of a range of collaborative observation, feedback, mentoring and coaching opportunities		√	
Spelling	• Implement spelling framework as piloted in 2015; use THRASS, differentiated C2C Spelling word lists, pre/post unit test, Words Their Way diagnostics, No Excuse Spelling; Spelling Mastery intervention		√	
	• All teachers and teacher aides to complete THRASS training to ensure common language and approach to teaching phonemic awareness and phonetic understanding			√
Writing	• Develop a set of school/cluster exemplars to match each writing unit with a set of expectations around what teachers teach and what students learn – Explicitly outline the KNOW and DO		√	
	• Provide professional development for staff to develop capability around the teaching of writing		√	
	• Continue development of Communities of Practice as part of the Northern Highway Cluster; specific work on writing alongside Coningsby SS; collaborative practices around professional conversations		√	

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Priority	Actions	Not Started	On Track	Completed
Teaching Quality	• Collectively explore the research around professional communities, conversations and working collaboratively, aligning the research with our specific priorities to improve pedagogy		√	
	• Develop a strong collegial and self-reflective culture in which teachers invite the Principal and colleagues to observe their teaching, discuss their work with them and provide feedback.		√	
	• Continue the systematic analysis of student needs, develop individual student learning plans and apply resources strategically to cater for those needs		√	
Attendance	• Monitor attendance data and reward students who achieve 95% attendance each semester			√
	• Communicate regularly through newsletters, website and assemblies the 'Every day counts' strategy.			√
	• Principal contact parents regarding short and medium term absence and reoccurring absences			√

ON TARGET FOR SUCCESS IN 2017
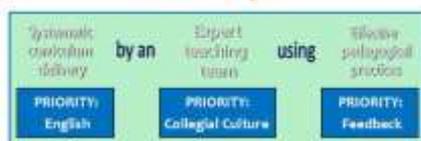
Future Outlook

2017 Priority 1: Australian Curriculum - English
1a. Reading – aligning our reading framework to the AC: English, C2C units and across curriculum
1b. Writing – continue to work on unit planning, GTMJ, learning displays
1c. Spelling – embedding THRASS practice and exploring spelling lists which align to AC: English

2017 Priority 2: Teaching Quality
2a. Collegial Culture – all staff involved in modelling, observation, feedback and coaching using agreed protocols and processes aligned to AIP priorities
2b. Goal setting and feedback – developing all staff capacity at setting specific goals (class, group, individual) and providing effective feedback to support student achievement in the Australian Curriculum: English (Priority 1 focus)

2017 Priority 3: Attainment
3a. Individualised Learning – develop and articulate differentiated intervention and extension support provisions for all students

Priority	Actions	Not Started	On Track	Completed
Australian Curriculum: English (Reading, Writing, Spelling) Building a deeper understanding of Australian Curriculum: English) Building teacher capacity around goal setting in English	• Continue to utilise KNOW and DO Australian Curriculum C2C English unit overview planning documents to align curriculum content to teaching sequence and English achievement standards (I4S funding)			√
	• Modify (adapt/adopt) GTMJ for all multi-age contexts (Y2, 4, 6) and building teacher capacity around unit metalanguage. (supported by I4S funding)			√
	• Principal and HOC to support teachers in initial planning and development of English learning displays (consultation around inclusions as aligned to KNOW and DO unit planning and GTMJ)			√
	• Create and display the non-negotiable components of learning displays in each classroom: GTMJ, exemplars, metalanguage, and student samples, KNOW/DO charts.		√	
	• Share visible learning displays at planning days and receive peer feedback and moderation of displays. (supported by I4S funding)		√	

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	• Make explicit links between the reading framework, AC and C2C English units to implement an efficient approach to teaching reading and spelling within English and across the curriculum.		√	
	• Formalise the cluster moderation and feedback process, including the use of moderated samples as exemplars to be uploaded to the team site and used as future reference		√	
	• Principal, HOC and class teachers to identify through analysis of A-E and internal monitoring data students identified as requiring extension and those 'at risk' of achieving a C.		√	
Teaching Quality **Building a strong collegial and self-reflective collaborative culture** **Building teacher capacity in providing effective and timely feedback to students to progress their learning**	• Establish a professional learning plan aligned to the priorities of AC: English and Goals/Feedback with explicitly stated opportunities for collegial modelling, observation, feedback and coaching			√ Semester 1
	• Develop school-wide systematic, evidence-informed cycles of inquiry that build the relevant knowledge and skills; creating documents to record staff, goals, targets, actions and timelines		√	
	• Provide staff professional development in a model of feedback to enhance learning: 'Feed up (goals); Feed Back; Feed Forward' - Explore CoP opportunities		√	
	• Establish an agreed approach to setting whole class, group and individual goals aligned to student achievement in English		√	
	• Establish a Hampden written approach to providing feedback to students in books aligned to lesson goals and utilising the '2 stars and a wish' approach	√		
	• Build teachers capacity to establish effective learning goals/success criteria & provide various forms of feedback through collegial observation		√	
	• Develop, through community consultation, a mid-term document which provides parents with a visual representation (traffic light system) of how their child is tracking against goals and targets			√
Attainment: **Develop and articulate differentiation, intervention and extension strategies**	• Identify students for established support provisions: Enhancing Literacy, Boost Impact Numeracy, Reading Intervention, U2B Reading, ICP: English & maths, SWD, speech			√ Semester 1
	• Formalise the monitoring of all students through a termly Student Support meeting and data tracking board; aligned to parent mid-term tracking document		√	
	• Continue the systematic analysis of student needs, develop individual student learning plans and apply resources strategically to cater for those needs		√	
	• Class teachers to identify and document students achievement standard targets for English and establish appropriate goals to ensure students make appropriate progression		√	
	• Develop an English plan documenting differentiation, including individual targeted case management students, in priority areas of reading and spelling.	√		
	• Explore next steps in developing whole school approach/policy to documenting the differentiation processes for every student	√		

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School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	101	46	55	8	96%
2015*	96	43	53	8	98%
2016	75	33	42	9	91%

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

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

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

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

Characteristics of the Student Body

Overview
Hampden's 75 pupils generally live within a 6 kilometre radius of the school, often on small acreage lots.
In 2016 enrolments decreased again slightly, however enrolments have grown in 2017. Approximately 56% of the total student population are boys. Indigenous students make up 12% of the overall total of students in the school. All students speak English as their first language with only a few families having second language backgrounds and history. The vast majority of parents associated with the school are employed in mining related industries, with some self-employed and the remainder working in agricultural fields, primarily the sugar cane industry.

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	23	24
Year 4 – Year 7	19	24	25
Year 8 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our approach to curriculum delivery

- Hampden has in place a range of curriculum programs covering the Australian Curriculum
- Our staff liaise with two nearby secondary schools and six primary schools which form our professional cluster group, ensuring continuity and review of curriculum materials.
- We share a cluster Head of Curriculum with our local primary schools. Our HOC is based at our school 3 days per fortnight through additional school funding to ensure we provide staff and students with access to the best possible curriculum offerings
- Japanese is the L.O.T.E. our students receive instruction in at our school.
- Health and Physical Education are delivered weekly by a visiting specialist
- The Arts are delivered weekly by a visiting specialist teacher
- The school uses a range of assessment tools including NAPLAN, PAT, PM Reading Benchmarks, PROBE reading assessments, CARS and STARS Reading, and a range of C2C assessment tasks linked to the Australian Curriculum

Extra curricula activities

The learning and social experiences of the children in our school community area are supported through a range of activities which make up our annual Calendar of Events.

In 2016 these included:

- School Camp to Kinchant Dam Education Centre
- Student Council Disco
- School Captains and Leadership team
- School Choir and Recorder Group
- Keyboard lessons
- Grounds Beautification Projects – Cole Landcare Gardening Grant
- Gardening Club
- A variety of additional before, during and after school clubs run by staff and students
- Affiliated Queensland Playgroup help onsite weekly run by employed Teacher Aide
- Pre-Prep Playgroup for students commencing Prep in the following year
- Arts Council Performance each term
- Involvement in cluster day activities, including Under 8's Day
- Cluster cross country, athletics and swimming carnivals
- Coaching clinics in a variety of sports including AFL, Rugby League, Tennis
- Non-Denominational Religious Education program
- Half and full day excursions to support curriculum learning
- Community based projects such as Anzac Day, Remembrance Day.
- Christmas Concert
- Academic/Literacy/Arts Competitions such as Rock Pop Mime, CWA Poster Competition, Children's Book Week Competition and Eisteddfod participation

How Information and Communication Technologies are used to Assist Learning

Integrating the use of ICTs into all subject areas and in all year levels is a high continuing priority at Hampden State School. Each class has access to their own bank of computers. Hampden's on-going commitment to ICTs is also evidenced through its provision of an interactive whiteboard in every teaching space and the acquisition of iPads to assist students with special needs. In 2016 we began upgrading a number of our Interactive Whiteboards to High Definition Digital Touchboards.

The employment of a part-time technician was maintained in 2016. At Hampden, students use our considerable ICT resources to explore the processes of inquiry and research across the key learning areas. They select appropriate devices and software to plan, create and refine digital products for specific purposes in a range of Australian Curriculum subjects. Students also select and use ICTs to enhance communication and collaboration in different contexts with identified audiences.

In 2016 we continued with Mathletics online to support our mathematics program and ensure students had an opportunity each day to use computers to support their learning. We also continued using PAT testing online for all students in preparation for the impending NAPLAN online in 2018.

In 2017 we are developing an action plan around the implementation of a STEM program, including robotics and coding. We will continue to upgrade and replace laptop computers to ensure all students have the opportunity daily to engage with technology.

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Social Climate

Overview
In 2016 the school continued the implementation of the following as the values used to support our four school rules:

We are sensible and polite
We follow teachers' directions
We do our best

Be Safe
Be Responsible
Be Respectful
Be a Learner

Along with the school's continuing nondenominational religious education program significant positive outcomes are being achieved through a range of health and well-being programs being used across the school.

In 2016 the school, in consultation with its' key stakeholders, updated the Behaviour Management Plan to include a more explicit approach to dealing with minor and major consequences. From the commencement of 2016 all students start each term with 50 points. Minor indiscretions of any of the four school rules may result in the loss of 4 points. Major incidents may result in 10 points being deducted. Examples of minor and major incidents are displayed in classrooms taken from the behaviour policy. The school developed a clear flowchart to support the process of managing inappropriate behaviour. This was displayed in all classrooms, communicated in school newsletters and explicitly taught both on whole school parades and in individual classes. All students who maintain a balance of at least 25 points qualify for Reward's Day activities at the end of term.

The school's major focus in behaviour management is on positive reinforcement and Hampden adopts a proactive approach, with staff, students and parents working together to minimise inappropriate behaviours, bullying and harassment in our school.

This is achieved through:

•   A range of extrinsic rewards within classroom settings to motivate students to act according to the school rules and values
•   Weekly 'Hampden Huge Effort' awards presented of parade.
•   Morning tea with the Principal for weekly winners as a positive reinforcer
•   'Gotcha!' tickets given to students found to be making choices appropriate and in line with the school values

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	87%	100%	96%
this is a good school (S2035)	80%	100%	96%
their child likes being at this school* (S2001)	93%	91%	100%
their child feels safe at this school* (S2002)	93%	100%	100%
their child's learning needs are being met at this school* (S2003)	87%	96%	96%
their child is making good progress at this school* (S2004)	87%	96%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	96%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
teachers at this school treat students fairly* (S2008)	87%	96%	96%
they can talk to their child's teachers about their concerns* (S2009)	87%	100%	100%
this school works with them to support their child's learning* (S2010)	93%	96%	100%
this school takes parents' opinions seriously* (S2011)	73%	96%	96%
student behaviour is well managed at this school* (S2012)	73%	100%	100%
this school looks for ways to improve* (S2013)	93%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

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

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	83%	100%	100%
they feel that their school is a safe place in which to work (S2070)	83%	100%	100%
they receive useful feedback about their work at their school (S2071)	83%	100%	100%
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)	92%	100%	100%
students are treated fairly at their school (S2073)	92%	100%	100%
student behaviour is well managed at their school (S2074)	83%	100%	100%
staff are well supported at their school (S2075)	75%	100%	100%
their school takes staff opinions seriously (S2076)	83%	100%	100%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school looks for ways to improve (S2077)	83%	100%	100%
their school is well maintained (S2078)	83%	100%	100%
their school gives them opportunities to do interesting things (S2079)	92%	100%	100%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

At Hampden, parents have a wide range of opportunities to become involved in the education of their children, and they are actively encouraged to do so.

- Academic: Formal Parent-Teacher interviews are offered twice per year, but informal discussions are encouraged all year round.
- Classroom volunteers: Prep rosters, Activity Day rosters, Reading rosters, Sight-word rosters, Art & Craft Supervisors.
- Committees/Sub-Committees: P & C Association, Tuckshop, School Bus, Behaviour Management, Health & Safety, Grounds care, Fundraising
- Extra-curricular activities: Musical productions coordinators, School Camp volunteers, Excursion Supervisors, swimming tutors, Technology tutors, Sports coaches
- Parent information sessions: Class group/teacher information sessions are made available to parents as appropriate, usually at the beginning of Term 1

In addition, regular meetings are held with parents of students with disabilities and those students who are assessed to require an Individual Curriculum Plan. Initial meetings are held in Term 1 to establish the plan; a mid-year meeting is held at the beginning of Term 3 to make any modifications and adjustments to the plan, and a final meeting is held in Term 4 (if requested) to review the plan.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

- The use of the High 5 Strategy for conflict resolution and harassment
- Continued implementation of the You Can Do It program to support students with getting along, persistence, resilience, organisation, and confidence
- Training our students in assertiveness, problem solving and social skills. This is achieved through relationship building between teachers and students and through attention to areas of the curriculum.
- Making bullying an open topic, destroying the secretiveness by which it thrives.
- Open lines of communication between students and staff members that encourages students to report instances of harassment, conflict and bullying.
- Communicating and involving parents in our policy.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	5	3	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

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Environmental Footprint

Reducing the school's environmental footprint

During 2016 the School Environmental Management Plan was continued and the component elements were prioritised for continued implementation. During 2016 the school continued to use rain water as the primary source of water for the school.

The addition of a second bank of solar panels during 2011 enabled the school to set targets to reduce its electricity consumption as an ongoing priority from 2012/2013 onwards. These improved targets continued to be met in 2014/2015 and further improvement occurred in 2015/2016 due to the continuation of our Environmental Management Plan

In 2015 the school introduced a more explicit approach to the recycling of materials by purchasing a range of recycling products, including a worm farm, purchased as part of the school's Cole Landcare Funding Grant.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	50,790	0
2014-2015	53,689	
2015-2016	31,353	

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.

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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.**

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	8	<5
Full-time Equivalents	4	3	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	6
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $10 500.

The major professional development initiatives are as follows:

- Departmental Mandatory Training – Code of Conduct, Student Protection, Workplace Health and Safety
- Sheena Cameron and Louise Dempsey Writing Program
- THRASS Training for all staff to support teaching of reading, spelling and writing
- QCAA reading and writing professional development courses
- Early Years training – AEDC Data
- Students with disabilities training for Autism and inclusion
- 2016 Central Queensland Principal's Conference
-

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	98%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 72% of staff was retained by the school for the entire 2016.

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Key Student Outcomes

Hampden State School has a continued focus on improving student outcomes across attendance, behavior, health and well-being and academic achievement. In 2016 we continued to set ambitious targets for the improvement of all students.

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	93%	94%

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

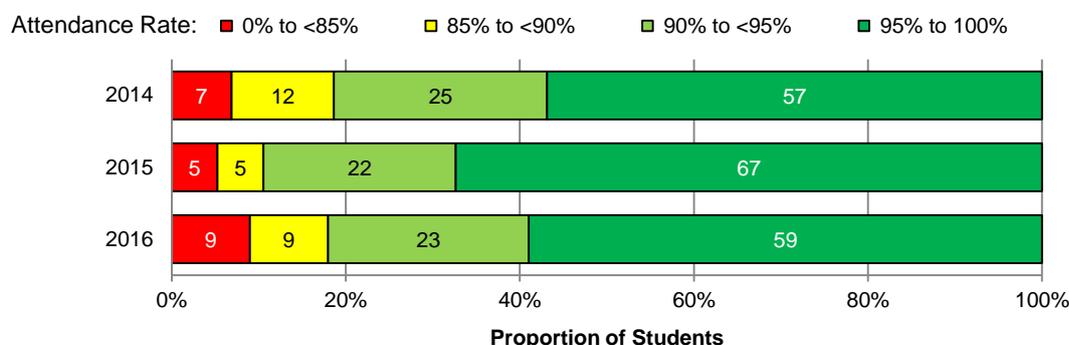The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	94%	93%	95%	98%	96%	93%	93%					
2015	95%	95%	93%	91%	97%	98%	98%						
2016	90%	95%	95%	96%	95%	95%	96%						

*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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	7	12	25	57
2015	5	5	22	67
2016	9	9	23	59

Proportion of Students

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

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Class rolls are marked twice a day at 9:10am and 1:40pm. Unexplained absences are monitored by the Principal and administration team through the OneSchool system each day in line with the same day notification policy. Teachers are responsible for following up with families when students are absent to see if a reasonable excuse is available. If they are unable to make contact with families they confirm with the Principal or administration that no notification has been received. Administration staff then contact parents by phone, text message or e-mail for explanations.

The school promotes the Every Day Counts strategy through newsletters, weekly parades and day to day communication with students and parents.

Certificates are issued each semester to students whose attendance rate is higher than 95% and families are notified by personal letter.

Students whose attendance is below 85% receive regular direct communication from the principal regarding the benefits of regular attendance by students. This includes phone calls and letters posted to families.

The school sets and promotes a target attendance rate of 95%.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

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

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

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