



# Springwood Road State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training

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## School Overview

Springwood Road State School is a coeducational school in the South East Queensland Region. Our school motto of Sharing and Working Together and school values program provide the foundations for a caring and supportive environment. School values of Tolerance, Respect, Responsibility, Kindness, Cooperation, Honesty and Perseverance are embedded in our everyday business.

Our school strives to maximise student achievement by providing high learning expectations for all students in literacy and numeracy; effective pedagogical practices to promote deep understanding and connectedness to the world; a healthy and active lifestyle and opportunities for all children to develop talents and interests. We aim for positive and effective communication with our community and celebrate student learning and success.

Springwood Road State School offers a diverse range of programs to meet the needs of all students. Intervention and extension programs support and enhance learning, camping and sport programs develop active lifestyles and our instrumental music program, choir, Japanese classes and Wakakirri participation offer students a taste of The Arts. Springwood Road has strong support from our community and our Parents and Citizens Association is active in informing school programs and policies, planning community events and organising fundraising activities.

## Principal's Forward

### Introduction

This report provides important information on the achievement of the school's priorities and successes as outlined in the 2016 Annual Implementation Plan. The report informs parents and members of the school community of school strengths and identifies areas for future development.

### School Progress towards its goals in 2016

**Provide a rigorous, relevant and consistent curriculum through the embedding of the Curriculum Framework and Pedagogical Framework.**

- All year levels are implementing the Australian Curriculum in the Learning Areas of English, Mathematics, Science Geography and History.
- Lead Teacher Curriculum Position supported implementation of Australian Curriculum and Pedagogical Framework.
- Embed WALT & WILF to support student understanding of learning expectations.
- Criteria for success driving the establishment of student centered goals to improve feedback.

**Writing: Improve the clarity and coherence of student composed texts to inform, entertain and persuade audiences**

- Introduce editing and punctuation ladder using 'The Writing Book' by Cameron and Dempsey
- Staff professional development sessions around research by Cameron and Dempsey
- Moderation of student work occurs with other teachers against Australian Curriculum Achievement Standards.
- School participates in writing competitions and student workshops. Parent workshops are provided.

**Mathematic: Focus on Proficiency Strands of Fluency and Problem Solving**

- School has set standards and achievement targets for all students.
- Explicitly teach school wide Mental Computation strategies.
- Problem Solving strategies are explicitly taught in all year levels
- Integrate higher order thinking skills in all units of work.
- Teachers to develop Class Profiles on One School for Mathematics

**Valuing and Celebrating Learning: Provide a safe, supportive and challenging learning environment**

- Teachers provide explicit feedback to students, set learning goals and provide explicit feedback to parents.
- Full implementation of Bridge Builders program including a second parent information session.
- Build celebration of learning into everyday routines
- Whole school Well Being Framework developed
- Review Responsibly Behaviour Plan for Students

**Future Outlook****Reading Comprehension:**

- U2B strategy: Regional literacy leaders providing PD & demonstrations
- Targeting teaching plan: analysing data against Literacy Continuum
- Literacy blocks supported by teacher aides
- RACE intervention
- Prep curriculum focus on basics in term one
- Coaching and mentoring with HOC, Master Teacher
- Everyday reading
- PIT\* sessions focus on reading
- Data informs: student learning needs, progress and SMART goals

**Writing:**

- Implement school writing program
- Seven steps for writing success
- The writing book
- Coaching and mentoring with HOC, Master Teacher & trained lead teachers
- Everyday writing
- Moderation twice per year
- PLCs in cohort groups
- TNT –Tremendous Novice Texts sent to office for good work rewards
- Data informs: student learning needs, progress and SMART goals

**Building a feedback Culture:**

- GRITT – Growth in Teacher Talks. Rigorous, supported development of goals and feedback cycles four times per year.
- APRs- Rigorous, supported development of goals and feedback cycles twice/year.
- \*PIT – Pedagogy in Teams. Cohorts released (2 terms each) to work together to build pedagogy based on evidence of data.
- ROL – Reflections on Learning by students each term on goals, strategies, feedback, improvement, social development & pride in work.

# 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 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	637	309	328	30	96%
2015*	623	294	329	31	94%
2016	618	300	318	40	95%

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>).
- Open Days are available to Pre-Prep families to come in and talk to Prep teachers and see classrooms in action.

## Characteristics of the Student Body Overview

The student population at Springwood Road State School has a rich multicultural blend including, white Anglo-Saxon, Pacifica, Asian, European and African families. There are a growing number of students from non-English speaking backgrounds who speak English as a second language. The school has 36% of our student population from the catchment areas of Rochedale, Rochedale South and Springwood. Other significant feeder suburbs include Harrisfields, Slacks Creek, Kingston, Mabel Park, Woodridge, Eight Mile Plains and Waterford West. Many families choose to pass other schools to attend Springwood Road State School. 5% of our student population identify as Aboriginal or Torres Strait Islander heritage.

Our school includes a number of students with disabilities including Intellectual Disability, Physical Impairment, Speech Language Impairment, Hearing Impairment, Visual Impairment and Autism Spectrum Disorder, who are catered for within our Special Education Program. Students with learning difficulties receive assistance within our Learning Support Program.

## 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	22	23	23
Year 4 – Year 7	24	26	28
Year 8 – Year 10			
Year 11 – Year 12			

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

# Curriculum Delivery

## Our Approach to Curriculum Delivery

The school Curriculum Framework articulates the implementation of our school vision and the opportunities offered to students at Springwood Road State School.

School Assessment, Targets and Monitoring Framework maps how student performance is measured and shared with students, parents and the school community. This framework provides the necessary data to assist teachers to help students achieve learning goals and informs school intervention and enhancement programs. All data is now entered into One School for regular analysis.

In 2015 Springwood Road offered extra support and enhancement with the embedding of two extra support teachers for two days each in mathematics, and in language conventions and writing in Years 2 -6. A Prep Ready Readers program was introduced to assist Prep children reach end of year targets in Reading.

This year we introduced three new support positions; Master Teacher, Curriculum Lead Teacher, Engagement Teacher. These positions have been vital in assisting our teachers to provide the best learning opportunities for all our students.

\*Social Skills and anti-bullying programs offered across the school include:

Prep -2	Bridge Builders (Whole School)	Fun Friends, Brave Hearts
Year 3		Conflict Resolution
Year 4		Healthy Relationships
Year 5		Conflict Resolution, Peer Mediation
Year 6		Leadership, Peer Mediation

### Physical Activity focus includes:

- Physical Education lessons Prep – Year 6
- Interschool sport – Year 4 - 6
- Swimming Program Prep – Year 6
- Sports Excellence Year 5 & 6
- Sporting Schools program, golf, basketball and soccer
- Cross Country
- Athletics and Track days
- Walkathon
- District, Regional and State Sports representatives

Japanese is studied in Year 5 & 6 with some cultural studies in year 4. Japanese is integrated across our whole school with a Japanese word of the fortnight, cultural days, Visiting Japanese students and teacher tours to Japan. In 2016 we had two visiting groups from Japan for two weeks in August.

Strong participation in The Arts is encouraged with students having the opportunity to join the school Strings Program in year 4, Instrumental Music program in years 3 -6; Key Board lessons from year 1; School Choir from year 3 and after school Dance and Cheerleading Programs from Prep. The Arts is celebrated in our school with Variety Night in term 3; Beenleigh Eisteddfod; shopping centre visits; Carols Night and performances within our local community including Senior's Morning Tea and Christmas visits to local retirement villages. We are participating in an in-school workshop with students from the Queensland Conservatory of Music. A group of students from our Creative Dance Industries group representing the school at the Beenleigh Eisteddfod.

Alliance with Springwood High included a year 5 mentoring program, Storm Cup Challenge, Science Visits, Under 8's Day and Instrumental students in Springwood High Band.

## Co-curricular Activities

Springwood Road State School offered a diverse range of extra curricula activities in 2016. These included:

- School camping program – Year 4 camp at SeaWorld; Year 5 three day camp at Currimundi Beach and Year 6 students participated in a 6 day tour of Canberra, Sydney and the Snowy Mountains.
- Leadership – Students had a variety of opportunities to develop leadership skills including – School Captains; Sports Captains; Peer Mediators; Library Monitors; LOTE Captains; Sound & Lighting Crew; Student Council: National Young Leaders Day and school representative activities.
- Active After School Program – Chess, Tennis, Soccer, Hockey, Martial Arts, Basketball, Rugby League, Dance and Cheer Leading.
- Variety Night; Talent Quest: Music Night: Eisteddfods
- Under 8's Day
- Walk-a-thon
- School Disco
- Lunch time programs offered include: Science Club, Robotics Club, Art Club, Supa Club
- All School's Touch Tournament
- Celebrations of Learning
- Class excursions
- Springy Reading Club

## How Information and Communication Technologies are used to Assist Learning

In 2016, Springwood Road State School continued to invest in Information Communication infrastructure. 30 Laptops and a charging trolley were purchased to provide an additional computer lab that was mobile. Four Interactive Smartboards were purchased to upgrade and replace existing smartboards. 5 additional iPads were provided to support staff. A commitment was made to support the upgrade of the band width and wireless capability across the school.

School planning and data collection was accessed and recorded online. Multi- media resources were accessed in 100% of our classrooms with teachers using materials from the Australian Curriculum, Curriculum to the Classroom resources and Distance Education resources.

Robotics club was established with identified students working through an eight week program, one year level per term from Yr 3 -6. A set of EV3 robots was purchased for students to work with.

Students accessed the digital programs, Mathletics and Reading Eggs to enhance their literacy and numeracy skills.

Year levels adopted virtual classrooms enabling parents and students greater access to learning material.

Teacher professional learning is enhanced with our Teacher Librarian working with all year levels and supporting teachers with the development of digital pedagogies.

Our school newsletter is entirely digital.

## Social Climate

### Overview

A comprehensive school Responsible Behaviour Plan is in place with a strong focus on the school Values of Respect, Cooperation, Responsibility, Honesty, Tolerance, Kindness and Perseverance. Throughout 2016, we continued to embed these values into everyday school life using in-class instruction, posters, and reminders on weekly parades, rewards and school newsletter articles.

School rules remain a focus across classrooms and the school.

1. We are **Safe**
2. We are **Learners**
3. We are **Cooperative**
4. We are **Respectful**
5. We are **Responsible**

These statements are supported by explicit teaching of what they look like, sound like and feel like in our school.

Each week a new skill from our explicit Social Skill Program is introduced on assembly. Teachers follow up with an explicit focus on this skill. Each social skill relates back to the value of the fortnight.



A whole school approach to behaviour management and conflict resolution, Bridge Builders was embedded throughout 2016 called. All staff was trained in the program as well as parent sessions being offered. Bridge Builders was incorporated into Yr 3 and 5 Conflict Resolution training. Teachers began the implementation of teaching students the language and skills to solve issues and build resilience when dealing with conflict.

We have a strong focus on anti-bullying behaviours. There is no tolerance for these sorts of behaviours and strong consequences are applied. Anti-bullying strategies include the High Five strategies across the school as well as Bravehearts presentation to Prep – Year 3 students, Fun Friends, Conflict Resolution and Healthy Relationship program.

The Student Council is a pro-active group involved in leadership, environmental issues and student welfare. A variety of activities including Discos, Free Dress Days and team activities are promoted through the year. Programs focus on the development of student leadership, self-management and values. This student body raises funds to make a donation to a Children's charity each year.

16 mentors work with identified students each week in the Kid's Hope program.

The school Chaplain is pivotal in providing support to students and families. In 2016 Chappy Mel facilitated two Chic Chat programs, liaised with local high schools to assist student's transition from year 6 to year 7 & 8, hosted a lunch time club and worked with classes and individual students. We coordinated with a local school for our Chaplains to swap schools allowing us to also access the "Men of Honour" program assisting boys in their transition to high school.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	91%	98%	88%
this is a good school (S2035)	94%	100%	90%
their child likes being at this school* (S2001)	97%	100%	97%
their child feels safe at this school* (S2002)	92%	100%	95%
their child's learning needs are being met at this school* (S2003)	85%	94%	88%
their child is making good progress at this school* (S2004)	88%	98%	90%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	91%	88%
teachers at this school motivate their child to learn* (S2007)	92%	98%	90%
teachers at this school treat students fairly* (S2008)	89%	100%	88%
they can talk to their child's teachers about their concerns* (S2009)	97%	98%	92%
this school works with them to support their child's learning* (S2010)	91%	93%	88%
this school takes parents' opinions seriously* (S2011)	90%	95%	87%
student behaviour is well managed at this school* (S2012)	89%	96%	88%
this school looks for ways to improve* (S2013)	94%	100%	93%
this school is well maintained* (S2014)	83%	87%	88%

### Student opinion survey

Performance measure	2014	2015	2016
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	95%	98%	97%
they like being at their school* (S2036)	97%	98%	97%
they feel safe at their school* (S2037)	96%	98%	94%
their teachers motivate them to learn* (S2038)	97%	98%	94%
their teachers expect them to do their best* (S2039)	99%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	99%	96%
teachers treat students fairly at their school* (S2041)	88%	89%	90%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they can talk to their teachers about their concerns* (S2042)	91%	92%	90%
their school takes students' opinions seriously* (S2043)	90%	94%	93%
student behaviour is well managed at their school* (S2044)	88%	98%	89%
their school looks for ways to improve* (S2045)	97%	98%	98%
their school is well maintained* (S2046)	95%	96%	94%
their school gives them opportunities to do interesting things* (S2047)	95%	100%	97%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	95%	100%
they feel that their school is a safe place in which to work (S2070)	97%	98%	100%
they receive useful feedback about their work at their school (S2071)	95%	91%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	100%	100%
students are encouraged to do their best at their school (S2072)	97%	100%	98%
students are treated fairly at their school (S2073)	100%	98%	98%
student behaviour is well managed at their school (S2074)	100%	95%	100%
staff are well supported at their school (S2075)	95%	93%	93%
their school takes staff opinions seriously (S2076)	97%	91%	90%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	87%	93%	93%
their school gives them opportunities to do interesting things (S2079)	97%	91%	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.

## Parent and community engagement

Celebration of Learning is a major focus in our school. During 2016, partnerships between home and school were encouraged through:

- Yearly reporting to parents in the form of two written report cards, two behaviour reports and two face to face interviews.
- Meet the Teacher Night
- Weekly parent newsletter, emailed directly to parents.
- Parent student workshops on reading and writing.
- Pre- Prep play days held each term.
- Celebration of student learning – each class holding a celebratory event at the end of each term. This event is used to showcase student learning and give parents an extra opportunity to meet with classroom teachers.
- Before school Reading Club.
- Cyber safety sessions.
- Parenting programs facilitated by the Guidance Officer.

Parents are encouraged to spend time in classrooms as active participants and many take the opportunity to work alongside teachers in providing extra support for students.

Springwood Road has a very active Parents and Citizens association. The P&C is responsible for the school, tuckshop, uniform shop and Other Hours School Care. Through forums or surveys, parent feedback is sort each year. This feedback process is intended to engage parents in the future capacity building of the school.

Funding was provided by the P&C for:

- Removal of trees and hazardous tree roots in the prep area and installation of concrete path ways and permanent aluminium seating
- Improvements to the school's OSHC building
- The donation of \$20 000.00 to assist the school in the purchase of 20 new computers and charging trolleys
- Installation of artificial turf in the SEP and in the adjacent playground area
- A new in-ground sandpit in the Year 2 / 3 Playground
- Installation of an electronic boom gate and intercom system at the entrance to the Administration Car Park
- An Electronic Noticeboard in the carpark located in front of the school hall
- Upgrade and repair of the irrigation system on the school oval including installation of a high volume water tank, repairs and redesign of the existing system and laying of new turf
- Sponsorship & support for the School Chaplaincy Program and establishment of a Chaplaincy Emergency Relief Fund
- Repairs and replacement of drinking bubblers across the school
- Installation of push timer taps in all student toilets
- An upgrade of hall lighting including installation of 6 new LED lights and repairs to others
- Purchase of two new port racks, and,
- Past and present Uniform Displays, now installed in our hall foyer.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships through curriculum expectations as well as external talks by GO and Bravehearts.

## 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	27	24	34
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

- \* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.
- \*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

The school has made a conscious effort to reduce our environmental footprint. There is an environmental perspective in our curriculum with students investigating ways to reduce waste and sustain our school built environment. Special outside tap fittings, water pressure fittings and dual flush toilets have been installed to conserve water usage in the school. Old water supply lines have been replaced. A bank of solar panels on C block supplements our electricity supply from the main grid. Our natural environment is enhanced each year with the planting of native vegetation. A large water tank has been installed to water our oval and a student run recycling program has been introduced.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	147,705	2,864
2014-2015	136,338	1,573
2015-2016	130,621	1,340

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



# School Funding

## School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

### Find a school

Sector:  
 Government  
 Non-government

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

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

## Our Staff Profile

### Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	49	29	<5
Full-time Equivalents	40	18	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	6
Bachelor degree	35
Diploma	5
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 \$50 185

The major professional development initiatives are as follows:

- Fun Friends
- Problem Solving
- Higher Order Reading Strategies
- Cultural Awareness training
- Anaphylaxis Training
- Writing – 7 Steps to Writing, train the trainer
- Writing – Twilight training “The Writing Book”
- Pedagogical Framework
- One School training
- \*First Aid
- \*Behaviour Management – Bridge Builders
- \*Moderation of Student Work.
- \*Mandated training including: Code of Conduct, Student Protection, Asbestos Training
- Coaching and mentoring by key support staff

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%	96%	95%

### 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 2016.

## Performance of Our Students

### Key Student Outcomes

#### 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).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	89%	90%

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

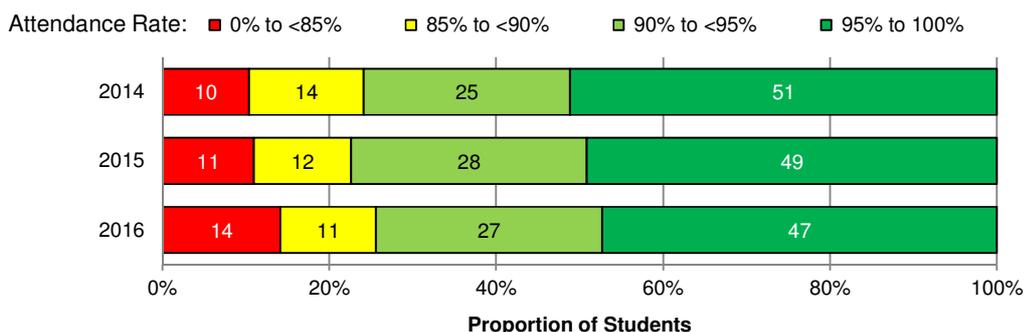
The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	93%	94%	94%	94%	94%	93%	94%					
2015	93%	93%	93%	93%	93%	94%	93%						
2016	92%	92%	92%	94%	93%	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 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 electronically marked twice daily in the morning and afternoon and absence reasons are entered twice a week. Parents are required to phone the school absence line, send a note or email to the school advising of the reason for absence. Unexplained absences are followed up with a note sent home stating the date of the absence and asking parents for a reason for the absence. Unexplained absences of more than three days are followed up firstly by the classroom teacher and then by the administration team. Where there is a pattern of multiple unexplained absences, the parent is contacted by the Deputy or Principal by a phone call. Identified repeat non-attendees are closely monitored and followed up by one of the above officers. They may be referred to other agencies, Education Queensland letters are sent home to outline parent responsibilities and / or a meeting arranged with parents.

In 2016 we included every child with 95% or better attendance with less than 5 late arrivals into a draw for a Junior and a Senior iPad. All students who attained 100% attendance received a certificate on the end of Semester Whole School Parade.

## 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.

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Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>.

Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's profile webpage.

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

