



Oxley 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>	Ms Wendy Neal - Principal

## From the Principal

### School overview

Oxley State School, a P to 6 school, caters for 480 students drawn from Oxley and the suburbs of Sherwood, Graceville, Durack, Corinda, Darra and suburbs further afield. The school's curriculum is focused on maximising every student's progress in Literacy and Numeracy through structured teaching, and a range of targeted interventions. The school uses the Positive Behaviour for Learning framework to develop social skills and encourage positive learning behaviours. An Outside School Hours Care centre runs programs before/after school and during vacations. All students participate in Phys. Ed. and Music classes weekly. Swimming lessons for all students are conducted in the school's pool in first and fourth terms. An instrumental music program provides in-school tuition for interested students. These children graduate to play in the school band. Students also have the opportunity to join the school choir. The Parents and Citizens Association provides enhanced facilities including air-conditioned classrooms, additional learning resources and shade structures. The school has earned an enviable reputation for providing a safe and caring environment in which every child can learn to her/his potential. Visit the school website.

### School progress towards its goals in 2018

Strategy	Actions/Target	Progress
Employ services of 1.0 Master teacher for 6 months	<p>Increase percentage of students achieving in upper 2 bands in Writing in Year 3 from 41% - 45%.</p> <p>Increase the percentage of students achieving in upper 2 bands in writing in Year 5 from 8% to 20%.</p> <p>Provide opportunities for coaching and feedback to teaching staff with an emphasis on Writing and Reading.</p>	<p>Progressing towards</p> <p>Progressing towards</p> <p>Complete and ongoing</p>
Employ the services of a 0.5 HOC/0.5 classroom teacher to continue the development and implementation of a robust curriculum, whole school pedagogical framework, targeted professional development including coaching to deepen teachers' understandings of the Australian Curriculum: English learning area and provide targeted and scaffolded instruction to secure highly effective teaching of English concepts and skills in every classroom.	<p>Provide release time from classroom duties for teachers to collaboratively plan and explore teaching strategies to support all learners with an emphasis on improving Writing.</p> <p>Review Oxley State School whole school Teaching of reading- develop and implement recommendations for staff professional development for new and returning teachers.</p>	<p>Complete and ongoing</p> <p>Commenced</p>
Provide release time from classroom duties for teachers to collaboratively plan and explore teaching strategies to support all learners with an emphasis on improving writing.	Professional Learning meetings will be held for 40 minutes per fortnight for year level teams with a focus on improving Literacy outcomes	Implemented
Develop optimum school culture for learning.	Implement Positive Behaviour for Learning [PBL] framework. Implement Tier 1 PBL by Term 4.	Implemented and continuing work to Tier 2.

## Future outlook

### Goals for 2019

Strategy	Actions	Target	Timelines
Employ the services of a Head of Curriculum to continue implementation of the Australian curriculum, embed whole school pedagogical framework, provide focus and direction to professional learning teams: with a focus on improving achievement in writing in the upper 2 bands.	<p>Lead curriculum planning sessions for all teachers 1/2 day per term</p> <p>Provide targeted professional development opportunities in Writing for all classroom teachers and leadership team.</p> <p>Develop a shared understanding of “data literacy” and support teachers and leadership team to effectively use data to inform targeted teaching in Writing through structured data conversations – PLTs</p> <p>Provide opportunities for coaching and feedback to teaching staff with an emphasis on improving the integration of general capabilities into teaching.</p>	<p>increase the percentage of students achieving in the upper 2 bands in Writing in Year 3 from 41% to 45%.</p> <p>Increase the percentage of students achieving in the upper 2 bands in Writing in Year 5 from 8% to 20%</p>	<p>Terms 1-4</p> <p>Term 1-4</p>
Provide release time from classroom duties to collaboratively plan and explore teaching strategies to support all learners with an emphasis on upper 2 bands	<p>Timetable 40 minutes per fortnight for year level professional learning teams focused on improving writing in the upper 2 bands.</p> <p>Implement and embed Oxley State School’s Learning Support Framework</p>	<p>100% of teachers engaged in a PLT</p> <p>100% of identified students have tracked support on OneSchool.</p>	<p>Terms 1-4</p> <p>Ongoing</p>
Engage Pedagogical Coach to lead consistent classroom practice (explicit instruction) with emphasis on literacy (upper 2 bands)	<p>Develop and implement differentiated support model for teachers based on expertise in Explicit Instruction teaching.</p> <p>Include Explicit Instruction Framework as part of induction, mentoring beginning teachers and teacher-aide professional development programs.</p>	<p>100% teachers use Explicit Instruction for majority of teaching.</p> <p>100% of staff can articulate key elements of Explicit Instruction.</p>	<p>Term 4</p> <p>Term 4</p>
Employ the services of a Head of Curriculum to continue implementation of the Australian Curriculum, embed whole school pedagogical framework, provide focus and direction to professional learning teams: with a focus on	<p>Review Oxley SS whole school Teaching of Reading – develop and implement recommendations for staff PD for new and returning teachers.</p> <p>Systematically implement Oxley SS Teaching of</p>	<p>Increase the percentage of students in Year 3 achieving a C or better for English in Semester 2 reporting period from 85% to 90%.</p> <p>Increase the percentage of students in Year 5</p>	<p>Term 4</p> <p>Term 2</p>

improving achievement in Reading in the Upper 2 Bands.	<p>Reading Placemat developed from Reading Framework.</p> <p>Provide targeted professional development opportunities in Reading – guided, shared</p> <p>Develop and implement an agreed set of comprehension and decoding strategies from P-6</p> <p>Monitor, track and enhance consistent implementation of expected reading comprehension practices and student performance.</p>	achieving a C or better for English in Semester 2 reporting period from 77% to 85%	<p>Term 3</p> <p>Ongoing Terms 1-4</p> <p>Ongoing Terms 1-4</p> <p>Ongoing Terms 1-4</p>
Develop optimum school culture for learning	<p>Continue to implement PBL Framework including deep understanding and consistent application of essential skills.</p> <p>Engage ICT teacher to lead inquiry and innovation through ICT to promote student engagement via flexible curriculum delivery.</p>	<p>EBS data – 90% in place.</p> <p>100% students are accessing parts of the curriculum through the use of ICT.</p>	<p>Terms 1-4</p> <p>Terms 1 -4</p>
Implement Australian Curriculum	<p>Continue phased implementation of Australian Curriculum learning areas – The Arts and Digital Technologies</p> <p>Develop teacher competencies in teaching general capabilities of Literacy and Critical and creative Thinking through learning areas.</p>	General capabilities are planned and documented in all year level planning	<p>Ongoing</p> <p>Ongoing Terms 1-4</p>

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<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	517	488	475
Girls	234	221	215
Boys	283	267	260
Indigenous	25	26	19
Enrolment continuity (Feb. – Nov.)	95%	96%	93%

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

Oxley State School students are drawn from the suburbs of Oxley and surrounding suburbs. A broad range of socio-economic backgrounds are represented from lower middle to upper middle range. ICSEA data over the last 8 years identifies an upward trend in the socio-economic profile. Our students come from a diverse range of ethnic and cultural backgrounds with Vietnamese and other Asian cultures being the most highly represented group after students from a European background. A range of African, Middle Eastern, and Pacific Island cultures are included in the cultural mix. Indigenous students account for 5% of the total number of students enrolled.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	22
Year 4 – Year 6	25	25	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 curriculum at Oxley State School is informed by the DET P–12 Curriculum, Assessment and Reporting Framework which specifies the requirements for Queensland state schools for delivering the Australian Curriculum for Prep to Year 12.

At Oxley State School, effective curriculum delivery is founded on the following five pillars: Explicit Instruction, Effective Relationships, Informed Teaching and Learning, High Expectations and Strong Educational Leadership.

- At Oxley State School, the primary method of teaching is Explicit Instruction. Explicit Instruction is based on the Gradual Release of Responsibility Model, which aims to move students to a level where they are able to successfully complete tasks independently and experience a sense of accomplishment.
- Explicit Instruction is highly structured and focuses on three distinct stages that a student 'moves through': I Do (modelled), We do (guided) and You do (independent).
- There is an expectation that classroom delivery includes differentiation, where support, scaffolding and extension is offered so that all students can achieve their maximum potential.

- *Warm-Ups* play an integral part to Oxley State School's Explicit Instruction approach. The purpose of the warm up is to consolidate and automatise skills developed in the *I Do, We Do, You Do* from previous lessons. The aim of this strategy is to move knowledge and information from short term memory to long term memory.
- At Oxley State School, our teachers use a number of standardised and diagnostic assessments to determine learning needs, achievement and teaching. These assessments are outlined in our Assessment and Reporting Framework - Tools Standards and Targets.

## Co-curricular activities

Oxley State School prides itself on the mix of and success of its extra-curricular activities. These fall into several areas, and participation is encouraged first and foremost, with opportunities provided for reaching a high level of performance. The following details these offerings:

- Academic – Engagement with academic competitions as they arise such as ICAS, STEM and Maths Challenge tournaments
- Pre-prep program – Pre-prep students and parents are offered a place in the pre-prep program offered in Term 4. This program aims to familiarise children with school environment and to assist parents in preparing their children for starting their prep year.
- Instrumental Music program- Brass, woodwind and percussion tuition for students in Years 5 and 6. Proficient students are eligible to join the school band.
- Senior and Junior Choir – All students are eligible to join the choirs – Junior choir for P-3 students and Senior choir for Years 4 - 6 students
- Ukulele Club
- Various activity groups, Running Club, Library Monitors, ICT Tech Crew and Av Tech Crew
- Under 8s Day – This day is a celebration for this age group. Children in P-2 participate in a wide range of sensory stimulating activities
- Harmony Day –A special assembly is held to celebrate our diversity as a country and the diversity of student cultures and backgrounds represented in our student population
- NAIDOC Day – A special assembly is held each year in July. It recognizes and celebrates aboriginal and Torres Strait islander culture and heritage
- Friends Club - This club operates each week in the Resource Centre. The Friendship Club provides alternative lunchtime activities for students in a supervised indoor environment
- Leadership Program – Students in Year 6 are eligible to be elected as school, house or music captains.
- School Camps – for students in Year 6
- Active School Travel – This program aims to encourage walking, safe cycling, and carpooling as alternative means of travelling to and from school.

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

Information and Communication Technologies refers to a wide variety of both hardware devices and software, that may be used to collect, organise, share, present and store information. These technologies are recognised as tools integral to our modern world, which must be effectively mastered in order to open the doors, not only to access information, but as a means of enhancing sharing, communication and creativity.

ICTs are used in all year levels and in all curriculum areas as a method of engaging students in learning, enabling the world to become part of the classroom. Opportunities are actively sought to engage with technology in a range of contexts and situations outside of the classroom, to familiarise students with the possibilities and opportunities made possible through embracing the capabilities of emerging technologies. Experiences are made more real, current, relevant, engaging and interactive. Each class has a program planned for the development of skills in using the ICTs resource within their curriculum. These classes meaningfully and practically embed technology as tools to broaden learning experiences. Students develop skills that are transferable to programs that take place throughout the unit of work and have relevance beyond the classroom. Students from the Prep Year are actively familiarised with technologies which form such a vital component in our learning and for social communication.

Oxley State School utilises its school-wide Internet and network coverage to bring to the classroom top quality learning materials, including multi-media and online learning, and embracing the flexibility and interactivity now offered via a number of devices, including desktop computers, laptop computers and iPads.

From 2015 the school has engaged a Technology Coach, a Specialist teacher with expertise in learning technology. This Coach assists teachers and to provide professional development as an Information Communication Technology Coach and works with students from Prep to Year 6 to support their ICT skills. Students are also engaged in classroom activities and discussion around the importance of controlling their digital footprint and are engaged with the Cyber Safety Awareness team (DET).

## Social climate

### Overview

Using the Positive Behaviour for Learning Framework the Oxley State School staff actively work toward developing the social growth of all students. From Prep through to Year 6 students are explicitly taught how to work cooperatively, respectfully and safely with other students and with staff and visitors to the school. All students are encouraged to view themselves as leaders - to be organised, to be responsible and to be willing to learn from failures and mistakes. Older students are encouraged to assist younger students through organising games and activities in the lunch hour. This is actively promoted and organised through the school Chaplain.

The Student Council assists with discos and at other events, to enhance the social climate and to raise funds for the school. Student Council fundraising provided state of the art video projection for the Multi-purpose hall. A school Chaplain works in the school for 2 days a week. The school Chaplain provides a wide range of support for students and actively organises a number of activities aimed at improving students' social competencies.

Student behavior in the playground and in the classroom is managed systematically guided by the PBL framework - recognising and encouraging positive behavior, and addressing and implementing consequences for negative behavior. PBL is a whole school approach aimed at improving the learning climate by explicitly defining and teaching the values and underlying expectations for students, staff and the wider school community. This program will sit within and compliments the school's Responsible Behaviour Plan for Students. The school engages the services of a Guidance Officer, a teacher of Students with a Disability and a Support Teacher Literacy and Numeracy. Along with all other staff members these teachers provide specialised social skills support for identified students.

The school has a zero tolerance of bullying in all its forms: staff investigate all reports of bullying and based on the findings implement strategies to address the particular situation. All students are taught how to identify, respond to and report bullying actions. The school's response to bullying supports the victim through teaching strategies to actively identify and respond to bullying. The school supports the perpetrator through counseling, compulsory guided reflection and the imposition of suitable consequences. The school places high importance on engaging the parents of both victims and perpetrators at all stages of the process.

### 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)	95%	94%	98%
• this is a good school (S2035)	98%	90%	95%
• their child likes being at this school* (S2001)	98%	92%	96%
• their child feels safe at this school* (S2002)	100%	94%	100%
• their child's learning needs are being met at this school* (S2003)	86%	90%	98%
• their child is making good progress at this school* (S2004)	88%	90%	87%
• teachers at this school expect their child to do his or her best* (S2005)	98%	94%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	88%	93%
• teachers at this school motivate their child to learn* (S2007)	95%	88%	96%
• teachers at this school treat students fairly* (S2008)	95%	88%	95%
• they can talk to their child's teachers about their concerns* (S2009)	90%	84%	89%
• this school works with them to support their child's learning* (S2010)	90%	90%	89%
• this school takes parents' opinions seriously* (S2011)	92%	85%	87%
• student behaviour is well managed at this school* (S2012)	95%	81%	93%
• this school looks for ways to improve* (S2013)	95%	86%	100%
• this school is well maintained* (S2014)	100%	88%	91%



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)	97%	96%	93%
• they like being at their school* (S2036)	97%	94%	95%
• they feel safe at their school* (S2037)	97%	94%	91%
• their teachers motivate them to learn* (S2038)	99%	97%	96%
• their teachers expect them to do their best* (S2039)	99%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	96%
• teachers treat students fairly at their school* (S2041)	92%	95%	89%
• they can talk to their teachers about their concerns* (S2042)	92%	91%	85%
• their school takes students' opinions seriously* (S2043)	94%	95%	84%
• student behaviour is well managed at their school* (S2044)	86%	81%	81%
• their school looks for ways to improve* (S2045)	99%	99%	98%
• their school is well maintained* (S2046)	98%	94%	95%
• their school gives them opportunities to do interesting things* (S2047)	94%	91%	89%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	91%	94%
• they feel that their school is a safe place in which to work (S2070)	97%	91%	97%
• they receive useful feedback about their work at their school (S2071)	86%	77%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	91%	89%
• students are encouraged to do their best at their school (S2072)	97%	100%	100%
• students are treated fairly at their school (S2073)	97%	91%	94%
• student behaviour is well managed at their school (S2074)	86%	80%	81%
• staff are well supported at their school (S2075)	72%	71%	81%
• their school takes staff opinions seriously (S2076)	75%	76%	75%
• their school looks for ways to improve (S2077)	93%	91%	91%
• their school is well maintained (S2078)	100%	91%	97%
• their school gives them opportunities to do interesting things (S2079)	86%	80%	91%

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

Parents are encouraged to participate in their child's education from the outset. Opportunities for involvement are outlined at enrolment interviews, orientation sessions, parent teacher nights, and through information posted on the school website and in the school and class newsletters. The philosophy of Oxley State School embraces communication between school and home and acknowledges that this is paramount. Open communication between parents, teachers and students is strongly encouraged and facilitated. Class teacher directed activities involving regular parent participation, be it in weekly reading group activities or weekly classroom help are also organised. Parents are encouraged to join with the school community to share their knowledge and expertise. Parents regularly join classroom teachers and assist with reading, maths, art, cooking and sport. Special events are widely supported by the school community. Irregular events include involvement at school discos, assemblies working bees and sports carnivals. Parents have multiple opportunities for an active involvement in the school. These include the structured associations such as the School Council, Parents' and Citizens' Association, and sub-committees of the P and C. Communication with parents is first class, with our weekly newsletter, which is published every Thursday. An email copy is sent to all parent email addresses. It is also posted to the school website, via the QSchools app and the school Face Book page.

The school proactively seeks to consult with parents of children with diverse needs to ensure maximum possible participation in school.

## Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful, equitable and healthy relationships. The school uses the Positive Behavior for Learning Framework to provide explicit teaching of positive relationships education for all students. This learning is complimented by the work of the Chaplain who works 2 days a week at the school. The school has developed and implemented programs to identify, address and respond and report appropriately to bullying. Students are taught specific lessons in personal safety e.g. how to react when feeling unsafe at school and when travelling to and from school. The school runs a Friendship club at lunchtime to assist students who are feeling lonely or unsafe. The school's leadership program teaches upper school students to be proactive in caring for the wellbeing of younger students.

## 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	18	12	15
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

The reduced use of electricity and water reflects a focus on conserving power through running air-conditioning units at a standard 24 degrees Celsius and switching off lights and fans when rooms are vacated. Reduced water consumption results from a combination of water conserving efforts in the swimming pool and through limited watering of grounds. The school supplements water usage in both the pool and toilets through use of tank water.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	229,307	218,949	203,966
Water (kL)	2,918	1,666	2,252

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	36	21	<5
Full-time equivalents	29	14	<5

\*Teaching staff includes School Leaders.

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

### Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	5
Bachelor degree	23
Diploma	4
Certificate	1

\*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 \$53728

The major professional development initiatives are as follows:

- Embedding Formative Assessment
- Writing
- Digital technologies
- Design Technologies
- ICTs for teaching and learning
- Mentoring
- Gifted Education
- Curriculum planning

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.	95%	95%	96%

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

From the end of the previous school year, 97% 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	94%	94%	94%
Attendance rate for Indigenous** students at this school	90%	91%	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

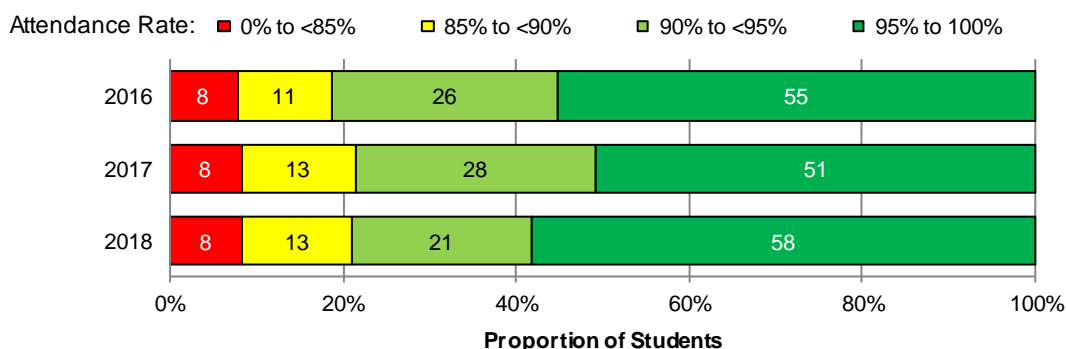
Year level	2016	2017	2018
Prep	94%	93%	93%
Year 1	93%	93%	94%
Year 2	94%	94%	93%
Year 3	93%	94%	95%
Year 4	95%	94%	93%
Year 5	93%	94%	94%
Year 6	95%	93%	93%

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.

Class rolls are marked at 8.55am and again at 1.35pm. Parents are notified of unexplained absences through an automatically generated SMS using the SMS for schools system (Infoways). Absences of 3 or more days are followed up with a phone call to the parents. The school provides a range of support depending on parent circumstances, aimed at ensuring attendance. In case of prolonged absence without reasonable excuse the school follows the DoE Managing Student Absences and Enforcing Enrolment and Attendance at State Schools procedure.

Frequent articles focusing on the importance of student attendance are published in the weekly newsletter. Attendance is also emphasized at a variety of school forums including school assemblies, P&C meetings, and Prep open mornings.

## NAPLAN

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

### How to access our NAPLAN results

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

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

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

Notes:

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