



Carole Park 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>	Principal – S.Medford

# From the Principal

## School overview

Carole Park State School is a Queensland Government state primary school located in Carole Park and built on the traditional lands of the Jagera people. Our mission at Carole Park is to deliver the best possible learning opportunities for all students attending the school - preparing each one of them for living in our global community. The school is low-set, and classrooms and buildings are set in large, well maintained grounds. Students at Carole Park State School come from diverse cultural backgrounds including: Aboriginal; Anglo-Australian; Pacific Islander; European; and Asian continent countries. Our school is enriched by these different cultural backgrounds. We are focussed on improving literacy and numeracy standards as well as social and emotional learning. We have a dedicated team of staff who provide quality learning opportunities for our students. We are also focussed on connecting school and the community. We are working towards connecting our community with services that improve the life of our students. At Carole Park we believe that Living is Learning.

## School progress towards its goals in 2018

### Improvement priority 1 - Further develop teacher capabilities in planning, teaching and assessing, the teaching of literacy across the curriculum.

Actions	Implemented
Develop an authentic Literacy Groups planning framework through a collaborative process based on the research of Hattie, Fisher and Frey 'Visible learning literacy', and Sharratt.	✓
Professionally develop teachers on how to use the literacy group planning template and to plan teaching and learning of the literacy capabilities in the curriculum.	✓
Implement a Feedback and Coaching Model to support teachers with the implementation of the Literacy Groups Framework.	Continued work in 2019
Actions	Implemented
Teachers will receive professional development on explicitly teaching vocabulary based on the research of Anita Archer.	✓
Teachers will receive coaching and feedback on developing and implementing the teaching of Vocabulary.	✓
Closing the Gap Inquiry – Carole Park SS will engage in a state wide inquiry on improving the literacy outcomes of indigenous students. This inquiry will be conducted on the whole school's student body. The inquiry will look at how through developing students speech and transferring the language development will result in improved verbal and written knowledge and understanding across the curriculum.	Continued work in 2019
Actions	Implemented
Develop and implement an Early Years framework for the teaching of literacy based on the research of Hattie, Fisher and Frey 'Visible learning literacy' & Sharratt.	✓
Short term data cycle meetings will be held with P-2 teachers to analyse the Early Start Data and diagnostic reading data.	✓
Intervention Aides have been resourced to the P-2 classes to provide literacy intervention based on inquiry findings from short term data collection.	✓

### Improvement priority 2 - Consolidate Tier 1 PBL process and implement Tier 2 systems articulated in the Carole Park SS Responsible Behaviour Plan for Students

Actions	Implemented
All teachers will be allocated a lesson to present to the whole school at parade. Each teacher will then present this lesson to their class each day for that week.	✓
Teachers will continue to engage in professional development in the analysing functions of behaviour to develop effective classroom based interventions.	✓
School will further develop communication avenues to provide parents and the community information about the PBL practices and procedures in the school and how this can be supported by all stakeholders.	✓

Actions	Implemented
School will establish Intensive Student Case Management Support teams to plan and enact behaviour intervention of high needs behaviour students.	✓
School will review and articulate processes and procedures relating to the Intensive Case Management Support in the Responsible Behaviour Plan for Students.	Continued work in 2019
Teacher Aide has been appointed to support students under Intensive Case Management Support in class to improve student learning outcomes.	Continued work in 2019

**Improvement priority 3 – Teachers will develop capacity to plan, teach and assess a differentiated and inclusive curriculum to improve student A to E achievement standards.**

Actions	Implemented
Teachers will work with the research of Carol Tomlinson to develop understanding and capacity on how to differentiate instruction in mixed ability classrooms.	Continued work in 2019
Teachers will engage with SEP Co-ordinator on how to plan, teach and assess for students with disabilities and learning support requirements.	✓
Actions	Implemented
Teachers will work with Head of Curriculum on planning effective questioning techniques to formatively assess and engage students in an inclusive environment.	Continued work in 2019
Teachers will receive professional development on questioning techniques. (Research: Archer and Wiliam)	Continued work in 2019
Teachers will receive professional development on formative assessment strategies to improve responsiveness to all student needs. (Research: Wiliam)	Continued work in 2019
Early Years team will work with Head of Curriculum to plan, teach and assess using Age Appropriate Pedagogies to further develop inclusive practices.	✓

## Future outlook

The following are the major priorities from the 2019 AIP:

### 1. Implement and embed research based literacy teaching.

**Strategy:** Professional develop the school leadership team and teachers on implementing 'Visible learning for Literacy' in the school. The school will examine and implement high yield strategies to improve the teaching and learning of Literacy across the curriculum.

#### Actions

- School leadership team will conduct scheduled spirals of inquiry on programmes implemented or being initiated in the school.
- School leadership team will use Hattie's 'Visible Learning' research to provide whole school learning of high yield strategies to improve targeted work to improve teacher performance.
- Inclusion team will create and implement a CPSS Inclusion Framework utilising the research of Hattie's 'Visible Learning' research. The framework will articulate the requirements for all teachers to provide differentiated and supportive inclusive practices in every classroom.

**Strategy:** Create and implement a whole school programme for teaching writing based on the research, 'The Writing Revolution' by Judith Hochman and Natalie Wexler.

#### Actions

- Teachers will undertake a series of professional development sessions on 'The Writing Revolution'. This will be held as an interactive book study.
- Create and implement an artefact outlining the how writing is taught at Carole Park SS, 'Carole Park SS Writing Framework'.
- Teachers will take part in lesson observations, feedback and coaching sessions.

**Strategy:** The school will review and implement 'Close Reading' pedagogy based on the research of Fisher and Frey, in the CPSS whole school reading programme.

**Actions**

- Teachers in years 3 to 6 will receive professional development on the research of Fisher and Frey in the areas of Close Reading.
- Years 3 to 6 teachers will receive coaching from Benowa SS Rigours Reading Coach. This is part of the Benowa / Carole Park SS Project.

**Strategy:** Implement a whole school Phonemic Awareness programme based on the work of Dr Michael Heggerty.

**Actions**

- Head of Curriculum (HOC) will attend professional develop on Phonemic Awareness programme based on the work of Dr Michael Heggerty. HOC will then lead the school in implementing this pedagogy in year Prep-2.
- Teachers in years Prep to 2 will receive professional development on the research of Heggerty.

**Strategy:** The school will review and implement Text Dependent Questioning techniques based on the research of Fisher and Frey, in the CPSS whole school reading programme.

**Actions**

- School leadership team will work with Benowa SS and the research of Fisher and Frey to evolve the school reading programme to insure high yield strategies are being planned and taught in class.
- Teachers will receive professional development and coaching from school leadership team on how to implement text dependent questioning techniques.

**2. Engage all teaching staff in ongoing Professional Development (PD) to ensure their data analysis skills enable deeper understanding of data and self-evaluation regarding teaching practice.**

**Strategy:** Implement and professionally develop the Spiral of Inquiry as a reflection and planning tool used in the whole school.

**Actions**

- School will implement a systematic form of inquiry (Spiral of Inquiry) to analyse, plan, and review school programmes, student performance and strategic planning.
- Teachers will receive scaffolded professional development in staff meeting time.

**Strategy:** Teachers will receive professional development on how to engage in Professional Learning Communities (PLCs) based on a school designed model.

**Actions**

- School will create an authentic PLC model based on the work of the Spiral of Inquiry and the research of DuFour's PLC research.
- Teachers will receive scaffolded professional development in staff meeting time. The school will then host two PLC's a term.

**3. Implement the roll out of all curriculum learning areas of the Australian Curriculum by 2020.**

**Strategy:** School will implement the Health component of the Health and Physical Education (HPE) Curriculum Version 8.

**Actions**

- Teachers will work with Head of Curriculum (HOC) to implement teaching and planning of the health component of HPE.
- Head of Curriculum will monitor the implementation of the health component and will have teacher feedback sessions with a focus on planning, assessment and moderation.

**Strategy:** School will professionally develop and implement the general capabilities of the curriculum in teacher's planning, teaching and assessing - critical and creative thinking.

## Actions

- School will implement the research of Peter Ellerton and develop Critical and Creative Thinking pedagogy framework.
- Professional development will be provided to teachers in the planning, teaching and assessing process. Coaching and feedback will be provided.

**Strategy:** School will professionally develop and implement the cross curriculum priorities of the curriculum in teacher's planning, teaching and assessing - Aboriginal and Torres Strait Islander Histories and Cultures.

## Actions:

- School will create a 'Closing the Gap' committee to develop and action to improve educational and social outcomes for Aboriginal and Torres Strait Islander students at Carole Park SS.
- Professional development will be provided to teachers in the planning, teaching and assessing process. Coaching and feedback will be provided.

## Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	214	190	201
Girls	107	98	113
Boys	107	92	88
Indigenous	43	46	46
Enrolment continuity (Feb. – Nov.)	91%	82%	86%

### 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

Carole Park State School is a co-educational school catering for students from Prep to Year 6. Our student population celebrates the richness and diversity of our multicultural community. The school community exhibits a diverse range of family groupings, with a significant number of single parent and blended families. Currently, a small number of students have been identified as having a disability and have an adjusted educational program to meet their needs in an inclusive environment. A further 30% of the current total school population receive differentiated learning programs developed supported by our Special Education Program teacher. We also support our more vulnerable students and families through access to many third party agencies such as Mission Australia and the Salvation Army. Most classes within the school are multi-age which enables teachers to cater for the individual needs of their students. Teachers plan cooperatively to ensure that the learning experiences across the school cater for and extend the wide variety of ability within our school.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	23
Year 4 – Year 6	26	23	28
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

Carole Park State School teachers plan, teach and assess the Australian Curriculum. The Curriculum is delivered to the students through a research based pedagogical framework that is differentiated to support students learning. Students have the opportunity to participate in inquiry learning. Students with Disabilities are taught the Australian Curriculum at their level. These students are supported through individual learning plans and engage inclusively in all classes.

In years Prep-1, the school has continued to implement Age-Appropriate Pedagogy. This approach provides students with teaching instruction that supports their development and is a safe and supportive approach to transition students in the early years of schooling. This safe and supportive approach underpins the philosophy of teaching at Carole Park State School. Our school is a PBL (Positive Behaviour Learning) school. In 2018, the school continued its Positive Learning Behaviour journey and has had significant progress. This program is focused on the specific behaviours that we wish to see our children exhibit and continue to develop throughout their schooling years and life. This program is taught to the students explicitly and reinforced throughout the day through awards.

### Co-curricular activities

This year we have continued our association with 'Books in Homes' through the generosity of Mainfreight's sponsorship. This saw all children receive nine books throughout the year.

Our students have competed in Gala Days and sporting carnivals in our region

- Students engaged in incursions and excursions throughout the year
- Students in Years 5 and 6 attended school camp.
- Daniel Morcombe Day
- Book Week Celebrations
- Sing 'N' Grow Prep Program
- Charity fundraising events
- Special Education Program students attended the Ipswich Show and entered in cooking competitions
- Readers' Cup
- Cross Country
- Athletics Carnival
- Year 5 and 6 Leadership Days
- Swimming Carnival and Learn to Swim Program

In 2018, Carole Park SS held its inaugural Art Show. This was attended by over 80% of our families. We look forward to making this an annual event in the future.

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

Information Communication Technologies (ICTs) are used as an embedded process in teaching and learning cycle. All students have access to computers within the classroom. Teachers plan for the incorporation of ICTs in meaningful and connected ways to everyday learning. ICTs may be used as a way to engage individual students or assist in skill building in others. ICTs are viewed not as a standalone or added element to the curriculum, but a natural part of learning. Interactive White Boards are installed in all classrooms and are widely utilised by staff. Computers are used in a variety of ways to assist learning:

- Through connectivity within and beyond the school,
- As learning tools across the curriculum,

- Digital Technologies Curriculum
- iPads for small group work in some Years 1,2 and 3, and
- Through multi-media texts programs such as Literacy Planet.

## Social climate

### Overview

Carole Park State School recognises the need to support our students academically, socially and emotionally. We consider it our duty of care to provide our students with an opportunity for future success. We have recognised that we need to build resilience in our students in order that they achieve success in the classroom.

Central to our philosophy is the belief that once children build capacity to deal with their complex backgrounds, they can build on their core learning priorities. Our school provides a supported, structured and safe setting where expected behaviours are explicitly taught through PBL, and students experience consistent expectations. Behaviour data reflects the success of this process. Triangulated analysis of student behaviour, academic and social and emotional data identified that the majority of our students required more than one area of support. Support provisions are centralised through One School and provide longitudinal overviews of support through the differentiated approaches we implement.

Our school is fortunate to have a highly accomplished Chaplain who provides pastoral care and innovative programs to foster good social skills and awareness for our students.

In 2019, our school looks forward to further developing our Student Code of Behaviour Conduct and planning wellbeing frameworks to support the whole school community.

### 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 <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	88%	100%	86%
• this is a good school (S2035)	88%	100%	86%
• their child likes being at this school* (S2001)	100%	89%	86%
• their child feels safe at this school* (S2002)	75%	89%	86%
• their child's learning needs are being met at this school* (S2003)	100%	89%	86%
• their child is making good progress at this school* (S2004)	88%	100%	86%
• teachers at this school expect their child to do his or her best* (S2005)	75%	89%	86%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	89%	86%
• teachers at this school motivate their child to learn* (S2007)	75%	89%	86%
• teachers at this school treat students fairly* (S2008)	88%	89%	86%
• they can talk to their child's teachers about their concerns* (S2009)	88%	89%	86%
• this school works with them to support their child's learning* (S2010)	88%	100%	86%
• this school takes parents' opinions seriously* (S2011)	75%	89%	86%
• student behaviour is well managed at this school* (S2012)	75%	100%	71%
• this school looks for ways to improve* (S2013)	88%	100%	71%
• this school is well maintained* (S2014)	88%	100%	86%

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)	88%	98%	91%
• they like being at their school* (S2036)	95%	98%	92%
• they feel safe at their school* (S2037)	90%	93%	89%
• their teachers motivate them to learn* (S2038)	95%	100%	95%
• their teachers expect them to do their best* (S2039)	98%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	98%	90%
• teachers treat students fairly at their school* (S2041)	86%	90%	82%
• they can talk to their teachers about their concerns* (S2042)	79%	78%	86%
• their school takes students' opinions seriously* (S2043)	87%	90%	84%
• student behaviour is well managed at their school* (S2044)	64%	59%	74%
• their school looks for ways to improve* (S2045)	98%	93%	98%
• their school is well maintained* (S2046)	95%	92%	94%
• their school gives them opportunities to do interesting things* (S2047)	88%	95%	93%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	96%	100%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
• they receive useful feedback about their work at their school (S2071)	92%	96%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	64%	86%	87%
• students are encouraged to do their best at their school (S2072)	96%	100%	100%
• students are treated fairly at their school (S2073)	96%	100%	100%
• student behaviour is well managed at their school (S2074)	96%	100%	96%
• staff are well supported at their school (S2075)	92%	100%	93%
• their school takes staff opinions seriously (S2076)	96%	96%	85%
• their school looks for ways to improve (S2077)	100%	100%	96%
• their school is well maintained (S2078)	88%	96%	78%
• their school gives them opportunities to do interesting things (S2079)	96%	96%	100%

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

We use a number of strategies to ensure parent involvement in the school is fostered. We encourage our parents to attend school events with their children to celebrate the journey of learning together. Communication with the parents and community is conducted regularly and is supported with scheduled communication through weekly school parades, fortnightly newsletter, event notices and on Twitter.

### Parents and Citizens Association

All state schools offer opportunities for parents to join a Parents and Citizens' (P&C) Association. These associations are involved in a variety of school activities from policy to financial planning as well as tuck shops, fundraising activities, and school functions and outside-school-hours care.

We have a small and supportive P&C Association. The Carole Park State School Parents and Citizens Association meets six times a year to discuss a variety of issues including:

- Positive Behaviour Learning
- Annual Implementation Plan
- School Annual Report
- Variations to School Routine
- Local Chaplaincy Committee
- Tuck shop
- Uniform Shop

## Respectful relationships education programs

Carole Park State School has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

The school also acts within government guidelines to support student wellbeing and personal safety, including identifying and responding to abuse or neglect. Some of the actions and programs include:

- Positive Behaviour for Learning (PBL) whole school behaviour program with established and taught expectations, 'Be Safe, Be Respectful and Be a Learner'.
- Breakfast Club
- Working with third party organisations including, Mission Australia, Wesley Mission, Salvation Army and Brisbane City Council
- Reporting harm or threats to authorities
- Chaplaincy Program



## 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	88	42	50
Long suspensions – 11 to 20 days	0	3	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 school continues to monitor electricity usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	37,292	42,439	
Water (kL)	2,623	2,282	860

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.

Find a school Search website

Search by school name or suburb 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 'Finances' and select the appropriate year to view the school financial information.

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

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	16	27	0
Full-time equivalents	14	15	0

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	15
Diploma	
Certificate	

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

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$29 483.95.

The major professional development initiatives are as follows:

- Mandatory Training
- Understanding and implementing the curriculum
- Teacher Leader PD (QELi)
- Beginning Teacher Mentoring Program
- Metropolitan Aspiring Leaders Program
- Rigorous Reading Coaching (Years 3 to 6)
- Cluster SNAPSHOT Reviews and Reviewer Training
- Teachers received Coaching and Feedback from leadership team on pedagogy, curriculum and inclusion

- Continued professional development in using data and evidence to inform decision making by teachers
- Principal Conferences (Director General Conference / Queensland Association of State School Principals)
- Regional Leadership Days for Principal
- National Consistent Collection of Data Training
- Book Studies (Leadership / Pedagogy)
- Positive Behaviour for Learning Workshops for teachers and school leaders
- Teacher Aide Professional Development

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.	97%	96%	95%

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

From the end of the previous school year, 100% 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	90%	88%	88%
Attendance rate for Indigenous** students at this school	84%	82%	83%

\* 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

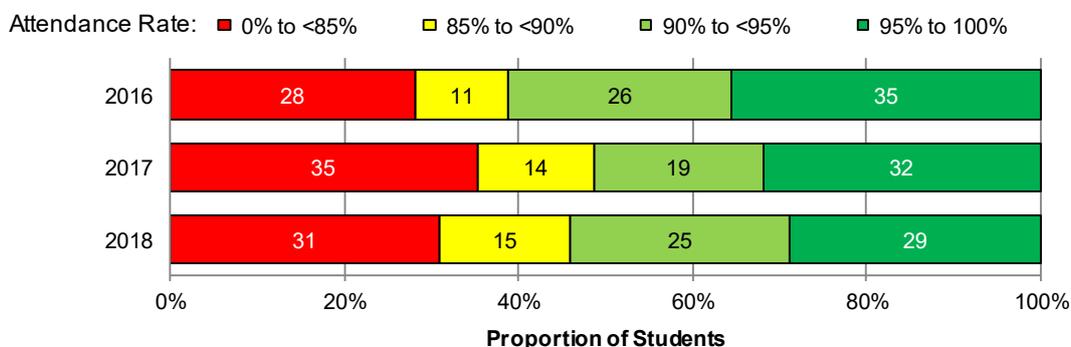
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	88%	88%	87%	Year 7	DW		
Year 1	90%	85%	86%	Year 8			
Year 2	88%	88%	86%	Year 9			
Year 3	88%	88%	90%	Year 10			
Year 4	91%	85%	88%	Year 11			
Year 5	93%	91%	88%	Year 12			
Year 6	90%	92%	89%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

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. The school appointed HOC – Student Services works diligently with parents, students and third party organisations to support students and families to achieve high levels of school attendance.

## 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	
Search by school name or suburb			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
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4. Click on 'NAPLAN' to access the school NAPLAN information.

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