



Eagle Junction State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

The school enjoys high levels of support from its community and has an excellent reputation for its achievements across a wide range of curricular and extra-curricular activities. In particular our parent body and its Parents and Citizens Association are heavily involved in school activities. The popularity has led to the school being subject to an enrolment management process whereby most of our enrolments are restricted to those families which live in the immediate area.

Satisfaction and opinion surveys from students, parents and staff indicate high levels of satisfaction with the school and an excellent level of staff morale. Our curriculum offerings are largely governed through Education Queensland and the Queensland Curriculum & Assessment Authority. At the school level, programs are also in place to cater for gifted students, students with learning intervention needs, students with special needs and Japanese as our Language Other than English.

Eagle Junction is situated about 5 kilometres from the city with public transport readily available. The school site is small by new school standards but has a building plan which features a mix of old and new style buildings.

Principal's Forward

Introduction

Each year state schools throughout Queensland publish a School Annual Report related to student and school performance across a range of school activities for the previous school year. This report relates to our educational journey as a school community during 2016. It also identifies the progress made by the school in terms of our achievement of the goals we had established for 2016.

We are very proud of the work of our students, staff and parents during the course of the year and have much pleasure in providing this report to you.

Throughout 2016 our school continued to provide a healthy, supportive and safe environment in which to learn and teach – a quality school with high expectations for all who work and learn here, with our teaching and learning emphasis on improving student learning outcomes and student wellbeing. As has been the practice at Eagle Junction State School for many years, the positive working relationship that exists between staff, students and parents was crucial to the achievements and successes of 2016.

This document can be accessed on the school website (www.eaglejunctionss.eq.edu.au) or a hard copy is available from the office. After reading this report, if you have any enquiries, please contact me on 07 36371111 or email the.principal@eaglejunctionss.eq.edu.au.

Adam Mathewson

Principal

School Progress towards its goals in 2016

Commencing

- **Ensure consistent school wide teaching practices of the Teaching of Mathematics**
 - A whole school mathematics program, with a particular focus on number, was developed and implemented.
 - High Impact strategies when teaching mathematics were implemented across all classrooms.
 - Master teacher provided coaching and mentoring in the analysis and use of data to target teaching based upon student strengths and weaknesses.
 - Mathematics pre and post assessments were used to target teaching and identify growth at the start and end of units of work. Teachers planned in response to pre assessment data.
- **Enact processes and practices to embed differentiation / personalised learning for all students.**
 - Continued to Put 'Faces on the Data' – Differentiation groupings, year level identification process, Data Walks, Data Wall and Developing Performance conversations employed to target teaching.
 - Professional development provided to deepen staff understanding of How to Differentiate.
 - Master Teacher, Intensive teachers, STLaN, GEMs, EAL/D teachers, SEP teachers, G.O utilised to support teaching and learning of all students.
 - Whole school critical and creative thinking skills program developed and implemented to embed differentiation strategies.

Consolidating

- **The teaching of Reading will be explicitly taught across all year levels. A focus will be on developing the higher levels of comprehension.**
 - Continued to implement our Whole School Reading Program.
 - Implemented the 'Eagle and Wolf' reading strategies in years 4 – 6.
 - Professional development provided focussing on how to best explicitly teach vocabulary.
 - A new phonics program in the Early Years was implemented and staff trained in the delivery of this program.
 - Teaching staff utilised Reading Cards and Data Walls to focus conversations to identify the next steps in teaching reading strategies.
- **Capacity Building and Collaborative Effort will be developed to maximise student learning outcomes.**
 - Continued to build the capacity of staff through collaborative teaching teams.
 - Refined the coaching model (modelled lessons, co-teaching, observations, feedback, coaching conversations) with an explicit focus on High Impact Teaching.
 - Employed a differentiated coaching model responsive to the needs of staff.
 - Continued to foster conversations about teaching and learning and consistent practices through Learning Walks.
 - Developed Watching Others Work and Working with Others in response to Learning Walk feedback.

Continue

- **Embed and become more proficient with the Eagle Junction Pedagogical Framework (Teaching and Learning the EJ Way)**
 - Ensured deep understanding of the intended curriculum through ongoing planning process with front-ended assessment.
 - Continued to build skills in the analysis and use of data to improve student outcomes.
 - All staff engaged in cluster and school moderation process to ensure consistency of judgements.
 - Examined ways to ensure feedback to students was timely and effective so that students were able to act on the feedback to improve their work performance.

Future Outlook

In 2016 Eagle Junction will focus on:

Commence:

- Ensure consistent school wide teaching practices of the Teaching of Mathematics.
- Ensure consistent school wide teaching practices of the Teaching of English & Literacy.

Consolidating:

- Capacity Building and Collaborative Effort will be developed to maximise student learning outcomes.
- Enact processes and practices to embed differentiation / personalised learning for all students.

Continue:

- Embed and become more proficient with the Eagle Junction Pedagogical Framework (Teaching and Learning the EJ Way)

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	844

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	852	417	435	13	96%
2015*	812	397	415	5	95%
2016	850	407	443	12	97%

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

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

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

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

Characteristics of the Student Body

Overview

Students at Eagle Junction State School come from a range of socio-economic and cultural backgrounds with the majority of our students living in Clayfield from highly educated and professional families. Forty-seven different nationalities are represented in the school. We have more than 217 students with English as an Additional Language or Dialect. When designing curriculum programs, teachers consider the values and beliefs of the students' backgrounds and their individual learning needs as well as the curriculum intent. In 2016, with the use of Investing for Success funding, we employed an additional EAL/D teacher and teacher aides to focus on building the language skills of EAL/D students in the Early Years.



Education is highly valued in our community and school attendance is very good with an average daily attendance rate of 96%.

Parents are supportive of and value education with many volunteers working in and for our school in different capacities. The P&C Association is very active and highly supportive of the students in the school and we are very proud of the sense of community and acceptance that welcomes all students and families to the school and enables each student to achieve their goals.

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	24
Year 4 – Year 7	23	26	27
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

- Differentiated programs for students have been developed for student extension, acceleration, challenge and support.
- Special Education teachers support students verified by EQ with having significant education support needs as a result of Speech Language Impairment, Autism Spectrum Disorders, Intellectual Disability, and others disabilities as required.
- Curriculum support is provided by Advisory Visiting Teachers for students with Hearing Impairment and Physical Impairment.
- Two Learning Support Teachers provide support to students and their teachers to differentiate teaching and learning programs to address student's specific learning needs.
- Guidance Officer (2.5 days per week) provides support with assessment, advice around learning and teaching and counseling.
- The Young Scholars Program is conducted with the QASMT and QAACI.
- High Achievers Program conducted with Kelvin Grove State College.
- The Queensland Academies Partnerships online learning.
- Solid Pathways for High Performing Indigenous students.
- INFUSE Program conducted with Kedron State High School.
- The Mini Writers, Scientists and Thinkers Festival involved students from Years 4, while the Writers Festival gave many students opportunities to work with reputable authors.
- Physical Education – Two PE teachers deliver Physical Education programs to all students from Prep to Year 6.
- The school swimming pool facilitates the teaching of swimming for all students in Term 1 and 4.
- Music - 2 Music teachers deliver the Classroom Music program from Prep – Year 6 and 3 Instrumental Music Teachers deliver brass, woodwind and percussion and strings lessons for students from Year 3 to Year 6.
- Japanese is the language offered to students in Years 4, 5 and 6.
- Library – We have one Teacher Librarian and a Library Teacher-aide. The library staff support teachers and students with planning, classwork, research and borrowing while also conducting Readers Clubs for the P-3 (Eagle Cadets) and Years 4 -6 (Eagle Boys and Eagle Divas). Leadership opportunities were offered via the Library Monitors program.
- Additional learning opportunities were offered to students from Prep to Year 6, by participation in curriculum related excursions to enhance learning in Humanities and Social Sciences, Science and Art.
- Student Leadership Programs for Year 4-6 6 students. The leadership program aims to build leadership density via the following leadership positions: School Captains, Sports House Captains, Music Captains (Year 6 students) and Student Council Representatives (Year 4-6 students). There were also Semester elections for Year 6 Senior Leaders and Student Council Representatives (Year 4-6).

Co-curricular Activities

- Participation in Mathematics Competitions, Readers Cup and Premiers Reading Challenge and the Queensland Debating Union.
- An interschool sporting program which included soccer, netball, rugby league, cricket, hockey, softball, touch, swimming, and track and field and cross-country was offered to students in Years 5 - 6.
- Many of our students were afforded the opportunity to represent the District, Region and State in sporting activities.
- The school also hosted its own Swim Club with increasing membership. Swim coaches worked from the heated school pool all year round with Squad and Learn to swim classes.
- The Instrumental Music program of woodwind, brass and percussion for students from Years 4-6. The strings program was extended to students from Years 3-6.
- Choir membership was offered before school to Years 4-6 while the Prep and Junior Choirs from year 1-3 were conducted as part of the classroom music program.
- Music Camps were also offered at various times throughout the year as well as Master classes with Kedron SHS and with Julie Christiansen, the Artistic Director of Birralee Voices.
- High School Transition Programs operate in collaboration with Kedron SHS, Wavell SHS, Kelvin Grove State College and Aviation High.
- Religious Instruction is provided to students in Years 1 - 6 by local volunteers.
- The Chaplaincy program operated in 2016 three days a week.
- Camping programs are offered to Years 4-6 focusing on team building and leadership development.
- Chess Club operated before school one day a week.
- Drama lessons, tennis coaching and Martial Arts instruction were conducted out of school hours.
- Our students participated in a variety of community events, including ANZAC Day, Bilby Day and National Sorry Day, Harmony Day and raising money for Vellore Hospital in India.

How Information and Communication Technologies are used to Assist Learning

Curriculum programs at Eagle Junction State School place an emphasis on the integration of ICTs to enhance learning and engagement. The school's ICTs environment continues to evolve. A new and upgraded infrastructure and the upgrading of the school broadband assisted with the improvement to the speed and efficiency of ICTs. Our school P&C Association contributes financially to ICTs. This allowed us to purchase additional resources. Classrooms benefited from the addition 56 student laptops, 30 iPad, 3 laptop trolleys, apps and software to our growing range of ICT resources and offerings. The ICT Committee developed an Action Plan and strategies for the coming years. The Committee and school ICTs are maintained and supported by a Technician who works in the school two days per week. In total the school spent \$149 320 on ICT in 2016.

Eagle Junction State School operates a BYOD program in the Prep – Year 3 classrooms. Additional school devices are available so that all students can engage with the BYOD. This program enables our students to benefit from the enhanced pedagogies these devices make available for the teachers and students.

Laptop computers, the embedding of ICTs in all levels of planning, implementation and assessment has increased. The C2C resources developed to support the Australian Curriculum also encourage the use of ICTs.

The Learning Place and Virtual Classrooms, Mathletics, Reading Eggs and other resources have become an integral part of our classrooms. Teachers also access a broad range of professional development opportunities.

The school will continue to use the ICT Learning Plan to guide future directions of the School ICT Action Plan.

Social Climate

Overview

Eagle Junction State School places a high priority on staff and student wellbeing. There are processes in place to address any extraordinary circumstances for our families via the Parent Network, such as providing cooked meals in times of family distress or illness, support with getting students to and from school and financial support to ensure all students can benefit from the opportunities offered to our students.

Teachers strive to establish a safe and supportive learning environment by building positive relationships with their students and by involving parents as partners in the learning experience.

Our social skills program You Can Do It, continued to be the vehicle for learning the skill sets needed for building the foundation keys of Resilience, Getting Along, Confidence, Persistence and Organisation.

Students were involved in a range of activities that promote leadership, concern and care for others and citizenship. Our Pastoral Care Program included our Buddy System between younger and older students e.g. Prep and Year 6. Year 5 and Year 4 students were trained as 'reading friends' for our year 2 and 3 students.

There were also opportunities for students to participate in the School Leadership Program as Year 6 Senior Leaders, School Captains, House Captains, and Music Captains and as Library Monitors and Student Council Representatives. The Student Council represented students from Prep to Year 6, with representatives chosen from the Year 4- 6 classes. It was responsible for a number of school activities and fundraising including conducting a talent quest to raise money for the Vellore Hospital in India and conducting a fund-raiser for the Save the Bilby Fund.

Students reported a high level of satisfaction (100%) that they feel safe at school. Parents reported a high level of satisfaction (99%) that this is a good school.

The school provided a safe, tolerant and disciplined learning environment based on the School Wide Positive Behaviour Plan, the visibility of School Values and the elements of the You Can Do It program and our Anti – Bullying Strategy encapsulated in the 'High Five' and our 4W Action Plans.

The leadership team and P&C supported the School Chaplaincy service throughout 2016. The School Chaplaincy service operates 3 days per week due to P&C support of the service.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	94%	98%
this is a good school (S2035)	90%	95%	99%
their child likes being at this school* (S2001)	98%	97%	95%
their child feels safe at this school* (S2002)	99%	100%	99%
their child's learning needs are being met at this school* (S2003)	92%	90%	96%



Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is making good progress at this school* (S2004)	92%	92%	97%
teachers at this school expect their child to do his or her best* (S2005)	97%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	88%	96%
teachers at this school motivate their child to learn* (S2007)	90%	92%	95%
teachers at this school treat students fairly* (S2008)	84%	91%	96%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%	100%
this school works with them to support their child's learning* (S2010)	86%	90%	97%
this school takes parents' opinions seriously* (S2011)	75%	83%	97%
student behaviour is well managed at this school* (S2012)	88%	91%	96%
this school looks for ways to improve* (S2013)	86%	93%	95%
this school is well maintained* (S2014)	96%	96%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	98%	100%
they like being at their school* (S2036)	93%	97%	99%
they feel safe at their school* (S2037)	98%	98%	100%
their teachers motivate them to learn* (S2038)	96%	98%	99%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	99%
teachers treat students fairly at their school* (S2041)	84%	88%	96%
they can talk to their teachers about their concerns* (S2042)	87%	90%	98%
their school takes students' opinions seriously* (S2043)	89%	93%	97%
student behaviour is well managed at their school* (S2044)	88%	93%	97%
their school looks for ways to improve* (S2045)	97%	98%	100%
their school is well maintained* (S2046)	94%	97%	98%
their school gives them opportunities to do interesting things* (S2047)	91%	98%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	97%	95%
they feel that their school is a safe place in which to work (S2070)	98%	100%	98%
they receive useful feedback about their work at their school (S2071)	92%	92%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	80%	79%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	98%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
student behaviour is well managed at their school (S2074)	97%	100%	95%
staff are well supported at their school (S2075)	87%	92%	90%
their school takes staff opinions seriously (S2076)	85%	85%	91%
their school looks for ways to improve (S2077)	98%	98%	98%
their school is well maintained (S2078)	100%	98%	96%
their school gives them opportunities to do interesting things (S2079)	92%	97%	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.

Parent and community engagement

A very high level of parental involvement is one of the hallmarks of Eagle Junction State School. The very active Parents and Citizens Association coordinates a Parent Network. This is an organization of parents that contributes to the wellbeing of students and families at the school. The organization promotes a strong social network by utilising parent representatives for each class who then organise out of school activities for parents and students. They also collect the information for, and publish a parent directory. The parent directory lists the names and contacts of many of the parents and students in each year level and is available through the school community. The Parent Network also raises funds to provide support to our students and families when it is required, to enable full participation in the full range of educational experiences.

Parents are very involved in a range of classroom activities including supporting class programs, sharing expertise, attending excursions and sporting activities. Their support and contributions are welcomed at our school. Parents are also very actively involved in the participation and management of students who participate in choirs, instrumental music, public speaking, debating, chess, and extension programs conducted off site. The Music Support Group has become integral to the support and successes of our Music Program in 2016.

In 2016 the school conducted a number of training programs for parents to assist them with understanding the pedagogy associated with literacy and numeracy teaching and learning.

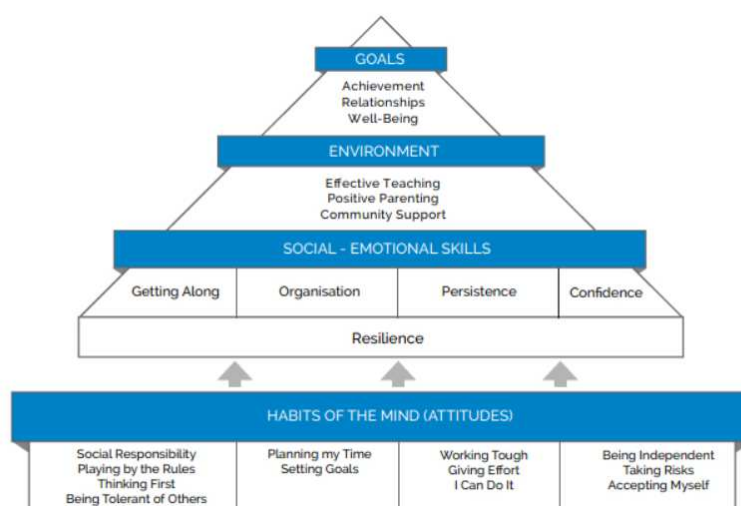
Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. At Eagle Junction State School we utilise the You Can Do It program to develop the social and emotional capabilities of our students. The program is built around 5 Key Foundations:

- Confidence
- Persistence
- Organisation
- Getting Along
- Emotional Resilience

Central to the development of these 5 Key Foundations is instilling in our students the 12 Habits of Mind, including:

1. Accepting Myself
2. Taking Risks
3. Being Independent
4. I Can Do It
5. Giving Effort
6. Working Tough
7. Setting Goals
8. Planning my Time
9. Being Tolerant of Others
10. Thinking First
11. Playing by the rules
12. Social Responsibility



The diagram above demonstrates the alignment of the Habits of Mind, Key Foundations and the importance of the environment to achieve our intended goals.

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	10	1	6
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

Our school is committed to reducing our environmental footprint. As a result, this has influenced the behaviours of students, staff and community and we have implemented a school infrastructure plan for the future to support sustainability which include:

- Water saving devices
- Solar and Gas Heating and Electricity
- Replacing light bulbs in the school with energy saving bulbs
- Paper Recycling
- Student recycling teams
- Enforcing anti-pollution behaviours

The installation of air conditioning units for classrooms across the school has made us conscious of the impact this has on our electricity usage and procedures have been introduced to use these efficiently. Air Conditioning units are on a timer system to help reduce unnecessary use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	238,893	6,248
2014-2015	259,522	5,994
2015-2016	273,528	3,725

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	61	29	0
Full-time Equivalents	52	16	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	9
Bachelor degree	44
Diploma	3
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 \$65 300

The major professional development initiatives are as follows:

- Developing expertise in data analysis and application including "Putting Faces on the Data".
- Develop expertise in the explicit teaching of vocabulary and phonics.
- Consolidating the implementation of the High Impact Teaching model introduced in 2013 with a focus in 2016 on mathematics.
- Development of coaching, co-teaching and mentoring models to enhance the application of new knowledge and skills.
- Implementation of a Learning Walk process to foster conversations around teaching and learning.
- Develop expert teaching teams – engaging in development performance conversations and EJSS Term planning process.
- Establishment of Book Clubs and Learning Circles that focussed on mathematics, differentiation, visible thinking and current pedagogical practice.

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.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% 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).	95%	95%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	91%	95%

*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%.

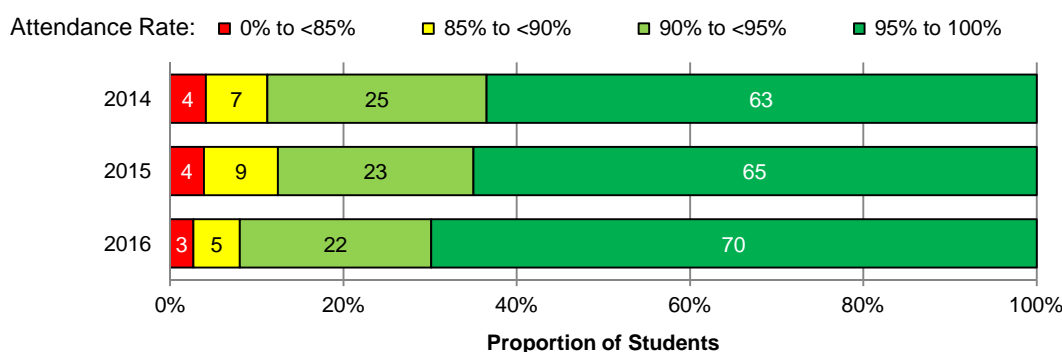
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	95%	95%	95%	96%	95%	95%	95%					
2015	96%	95%	95%	96%	96%	96%	95%						
2016	96%	96%	96%	96%	96%	96%	96%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



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.

All classroom rolls are marked electronically using the OneSchool operating platform.

Student absenteeism is monitored closely on a day to day basis with the principal personally checking unexplained absences each Friday. These are followed up by the class teacher and 3 referrals are enough for a letter home to parents. We also send SMS text messages to families of students absent on the morning of the day that they are away.

Late arrivals at school are also closely monitored and letters are forwarded to parents after 3 instances.

Prolonged absences from school e.g. extended holidays are approved via the Exemption from Compulsory Schooling process

Regular articles about the value of regular and full-time attendance are distributed in the Newsletter and to individual families when needed.

The principal regularly surveys the arrival and late arrival of students and publishes the results in the Newsletter.

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.

Find a school

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☒ Non-government

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