



Dakabin State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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School overview

Dakabin State School is committed to providing a learning environment and educational programs which will motivate, challenge and support students to become 21st century learners. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, diversity and the rights of all are highly valued and respected.

Dakabin State School students are offered the opportunity and support to grow in confidence and self-esteem in a flexible, happy and positive environment. Students are expected to increasingly take initiative, accept responsibility for both their learning and their behaviour, and to exercise various forms of leadership. Our main aim is to foster in students qualities and skills that will enable them to adapt to a changing world.

2018-2020 Vision – Where we are heading?















By June 2020, every Dakabin State School teacher will demonstrate: (a) Proficient standards in the Australian Professional Standards for teachers. All staff will: (b) demonstrate an unwavering commitment to inclusive education; (c) a resolute attitude toward student & staff diversity; and (d) an absolute focus on student cognitive, emotional & social (physical) learning.

Mission – How will we get there?

Shape a school climate that puts students' first and pursues education excellence and inclusive practice by:

- Dependable professional performance;
- Creative problem solving conversations;
- Individual and team performance and the celebration of achievements;
- Collaborative teams/partnerships and learning from each other's strengths;
- Reflective inquiry to advance progress; and
- Having an optimistic outlook on the future of education.

School progress towards its goals in 2018

<i>Improvement Focus</i>	<i>Strategies and Actions</i>	<i>Evidence of Success</i>
<p>Inquiry Cycles of Learning Improvement</p>	<ul style="list-style-type: none">  Develop an <i>Inquiry Cycle</i> template for teachers to use. Incorporate elements from the DET Inquiry Cycle template along with the Spiral Inquiry Process from Linda Kaiser and Dr Judy Halbert  Implement a cycle of inquiry focus for teachers in <i>Reading, Writing and Number</i>. Teachers will be released in Week 2 and Week 7 of each term to develop the inquiries and feedback using evidence of student learning progress.  Analyse the Dakabin SS <i>National Championships for Learning Plan</i>, focusing on 3 week data collection cycles in Reading, Writing and Numbers to confirm student progress and identify areas of student weakness.  8 hours of teacher aide time was purchased to <i>support student learning outcomes in the inquiry cycles</i> across the learning frames – P/1, 2/3, 4-5-6 and STIDLS 	<p>Student work samples and <i>data will demonstrated improvement</i> trends.</p> <p>Students articulated their own <i>improvement in writing, reading and number</i>.</p> <p>Teacher Aide time was <i>aligned to the outcomes</i> achieved in the inquiry cycles.</p>
<p>Formative Assessment</p>	<ul style="list-style-type: none">  Underpin knowledge of Formative Assessment using Dylan Wiliam’s research on <i>highest yield formative strategies</i>  Build a depth of teacher <i>knowledge</i> in formative assessment techniques and strategies  Enable opportunities for teacher sharing of ideas, strategies and moderation through <i>Collaborative Teaming</i> and <i>Learning Frames</i>  Focus on building connections between <i>learning intentions and learning outcomes</i>.  Work with teachers to use formative assessment to inform planning around “what is the next step” based on evidence of learning.  Students with ICP’s will have <i>formative assessment evidence</i> to show achievement and progress against the ICP learning goals. 	<p>Teachers used a <i>range of formative assessment</i> techniques to inform what happens next for learners.</p> <p>Teachers <i>collaborated in their learning frames</i> to ensure all students are succeeding</p>
<p>Vocabulary</p>	<ul style="list-style-type: none">  Embed <i>explicit teaching of vocabulary</i> into specific learning areas such as Math’s, Science and other KLA’s  Word study and morphological strategies to develop and enhance <i>students understanding of word root origins, suffixes and prefixes</i>.  Maximize vocabulary exploration in student reading to make the connections between word meaning and inferencing.  Use of specific prefixes, suffixes and root word origins to <i>enhance the quality of student writing</i>. 	<p>Students <i>reading comprehension outcomes have improved</i> on the NCR reading tests</p> <p>Student writing samples demonstrate an <i>increased use of developmentally appropriate and complex vocabulary</i> in their writing.</p>

Future outlook

Strategic Goal	Strategies Objectives	Strategic Initiatives Actions
Continuous pursuit of teaching excellence through Inquiry Cycles of Learning Improvement		
<p>Advance Professional Practice</p> <p>Advance our knowledge and application of the Australian Curriculum and progress our performance measured by the Professional Standards of Practice (ATSIL).</p>	<p>Advance Personal and Professional Performance <i>Teachers to know where they on the iRipple Professional Performance¹ map & the steps need to take to advance & sustain proficient or higher in all seven (7) ATSIL standards.</i></p> <p>Implement Best Practice Pedagogies <i>that engage & enhance student learning & cater to differentiation & personalization.</i></p> <p>Know My Student Data <i>and how it informs my professional practice & what to do to improve the performance of my students.</i></p>	<p>Implement and embed best practice Inquiry Cycle for literacy (reading & writing).</p> <p>Ensure all teachers understand the Inquiry Map and Protocols</p> <p>Link Inquiry Cycle to C2C English Units, Early Start and Literacy Continuum</p> <p>Provide dedicated Teacher Aide time to Cohorts to enhance literacy outcomes through the Inquiry Cycle</p>
Advancing our Professional knowledge of the Australian Curriculum		
<p>Advance Professional Practice Deliver a clearly articulated, rigorous, seamless Prep to Year 6 curriculum designed and delivered for the diverse needs of all students.</p> <p>Advance Professional Practice Advance our knowledge and application of the Australian Curriculum and progress our performance measured by the Professional Standards of Practice (ATSIL).</p>	<p>Apply the Australian Curriculum: <i>Know the Australian Curriculum & how it applies to all students in my class.</i></p>	<p>Develop and Implement Planning & Assessment, Moderation & Reporting Model – The Dakabin Way</p> <p>P-2 Community of Practice to build effective pedagogies and implementing Age Appropriate Pedagogies to engage student progress.</p> <p>Utilize PE-AC for pre moderation of C2C Units and implement The Dakabin Way Curriculum Cycle</p>

¹ iRipple Professional Performance is a tailored “professional” performance model designed by PeopleHQ in collaboration with leadership & staff. It is due for test phase implementation from Week 5, 2019.

Unwavering commitment to Inclusion		
<p>Strengthen Advocacy for All Children Tailor personalised plans and ensure capacity engagement for all students.</p> <p>Adopt inclusive teaching and learning practices.</p> <p>Advance Professional Practice Pursue a dynamic, holistic and inclusive learning culture and progress differentiated curriculum and teaching programs that have depth and breadth, enabling all students to improve their performance.</p>	<p>Know, Advocate & Cater for Students: <i>Know & understand all of my students & be able to advocate for them & cater for individual student needs.</i></p> <p>Know My Student Data <i>and how it informs my professional practice & what to do to improve the performance of my students</i></p>	<p>Implement the Whole Child Plan for complex and diverse learners</p> <p>Review the Responsible Behaviour Plan and embed inclusive practices that support the rights of the child and utilize trauma informed practices when supporting children with challenging behaviours</p> <p>Build knowledge and professional capability to plan for inclusive practices and pedagogy in classrooms.</p> <p>Leadership Team to review progressive student data to inform teaching practices.</p>
Embedding the Dakabin Way of High Performance Teams		
<p>Thriving High Performance Workforce Inspire and support our staff to live lives of meaning, to work in teams, embrace their professional practice performance, follow the School's Guiding Statements and nurture their wellbeing</p>	<p>Establish Cohort Teaming: <i>Know how to team using the RELISH model & how to establish the climate for high-performance teaming.</i></p> <p>Demonstrate the Dakabin Way: <i>Understand & implement The Dakabin Way and the Team Tenets</i></p>	<p>Learn, embody & implement the RELISH model for teaming.</p> <p>Participate in the iRipple RELISH program.</p> <p>Publish & implement The Dakabin Way inclusive of Supportive & Unsupportive behaviours.</p>

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	535	554	600
Girls	259	250	269
Boys	276	304	331
Indigenous	26	27	32
Enrolment continuity (Feb. – Nov.)	94%	88%	92%

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

Dakabin State School opened in 1992. Enrolments at the end of 2018 were at 580 students. From its inception there has been a focus on establishing a school community where students, parents and staff work together to achieve the very best for our children. There is significant community participation in both decision-making and support processes at the school. Currently, there is an incline in numbers as the demographics of the area are changing. It is anticipated that growth over the next 3-4 years will see the school enrolment climb to 640 students. Our school community believes in the development of the whole child. Our students' social, emotional and academic development is considered in the development and implementation of school programs.

The School Community is heavily involved in school activities and we get significant number of parents attending all school events. Parents at Dakabin State School are becoming more involved in their children's education; they are developing higher expectations and they want their children to do well. Dakabin State School has a very supportive community feel to it and our students are very engaged in learning.

Partnerships with community

- Our local school community is diverse and includes a wide range of social, economic and cultural groups. Religious groups are also influential in our community. In 2008 a chaplain was appointed and this service will continue into the foreseeable future. This has been reviewed in 2015 and community support for the Chaplaincy program is overwhelming.
- The school Chaplain has an operational support team through the Local Chaplaincy Committee and ongoing professional support through Scripture Union.
- At the end of 2018, our Chaplain had a career change, and 2 new chaplains were appointed in 2018
- All community groups are encouraged to be active in our school through P&C participation.
- The school has developed strong and positive relationships with many government and non-government organisations to also support teaching and learning. These include Department of Child Safety, CYMHS, Qld Police Service, Qld Fire Service, Crime stoppers, Moreton Bay Regional Council, QUT, Qld Health, various media outlets.
- School organised events are not only held to encourage community participation, but to support and demonstrate the values of excellence in teaching and learning as articulated by the school. Such events are: Fete, Book Week, ANZAC Service, Open Days, Fun Run, Discos, and Uniform Free Days supporting worthwhile causes, Under 8s Day, and School Athletics Carnival.
- While the school community has high expectations in regard to the progress of their students at school and the activities provided by the school, it is essential that the community is continually encouraged to positively participate. Ongoing communication between teachers and families is of importance and therefore encouraged and a range of different communication tools are in place.

Geographical spread and special features of the community that the school serves

- Students at Dakabin typically originate from a cross-section of the community. The majority of parents are supportive of the school and their child's education. Over the last 3 years there has been a shift in the socio economic climate of the school with the school ISEA increasing to 980

- At least 5 % of our students come from homes where another culture is predominant; the major ethnic group is Pacific Islander.
- There is a variety of religious programs offered at the school on a multi denominational basis. When designing curriculum programs teachers consider the values and beliefs of students’ ethnic and religious backgrounds.
- The school has an Enrolment Management Plan that was established in Dec 2014

Local community priorities and expectations of the school

- Through consultation with parents it is clear that the priorities for the school are
- Dakabin State School being the “school of choice” for local families. That this school is where people choose to send their children, not bypass to attend other schools.
- Increased parent participation in the life of the school through volunteering, participation in events and partnerships with teaching staff around student learning

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	24
Year 4 – Year 6	28	27	27
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

- Dakabin State School delivers curriculum in accordance with the Australian Curriculum for English, Mathematics, Science, History and Geography (HASS). All other Key Learning Areas are using the Essential Learnings as per the Roadmap for P-10, curriculum, teaching, assessment and reporting.
- Students engage in Connected Units of work that encompass more than 2 Key Learning Areas.
- There is a strong emphasis on students being literate and numerate.
- Literacy and Numeracy data has influenced the pedagogy and focus on specific learning areas of improvement.
- Digital Technology integration is being supported in classrooms but further enhancements need to be made to increase usage now that significant investments in NBN, Wireless and the Broadband access has enhanced the infrastructure.
- Assessment and Reporting at Dakabin State School is aligned with the Australian Curriculum
- Formal student progress reports are given to parents at the end of each semester. Informal parent interviews are given at the request of parents or teachers throughout the year.
- There has been significant work completed by teaching staff over the last 18 months in preparation for the implementation phase of the Australian Curriculum for English, Mathematics and Science.
- At Dakabin State School, teachers develop connected Units of work and use the Curriculum to Classroom resources to guide and support their teaching practices. Assessment tasks are routinely moderated between year level teams.
- Dakabin SS is developing local partnerships with schools to moderate work samples with other schools

Co-curricular activities

- ✓ Wakakirri Dance Program
- ✓ Drawing Lessons
- ✓ Farm to Fork Extension Program in partnership with Dakabin SHS
- ✓ Active Student Council - Leadership Process and Program
- ✓ Junior Choir, Senior Choir Program
- ✓ Recorder Band
- ✓ Instrumental Music Program – Strings and Woodwind
- ✓ Interschool Sport for students in Year 5/6

How information and communication technologies are used to assist learning

- ✓ The school's ICTs environment is continuing to evolve. It is strongly supported by appropriate hardware and is continually being enhanced. Plans are in place to further enhance the ICTs provision through a complete revision and renewal of appropriate software that will support the school's learning engagement program.
- ✓ A technician is also employed to support the program 2 days per week. School communication and internal planners are all electronic and teachers are quite adept at managing this system

Social climate

Overview

Overview

- ✓ The school places a high priority on staff and student wellbeing and has processes in place to address individual needs for example through the school chaplaincy program.
- ✓ Most teachers are striving to create supportive and safe learning environments by building positive relationships with students and to involve parents as important partners in their child's learning.
- ✓ There has been a determined effort to maximise learning time through literacy and numeracy blocks and the reorganisation of the specialist timetable.
- ✓ Staff morale is generally high and there is a focus on improving this as a team.
- ✓ The school prides itself on the school-wide promotion of the three Dakabees-Be Safe, Be Sensible and Be Respectful.
- ✓ Each classroom has collaboratively developed a classroom behaviour plan that is aligned with the Green and Red Pathways for all students in the school.
- ✓ 'Circle Time' is aimed at developing students' social skills and allows opportunities for the teacher and class to discuss classroom and playground issues and appropriate responses.
- ✓ There are high levels of trust between the Parents and Citizens' Association and the school leadership team.
- ✓ Continue to develop and implement the elements of the Positive Behaviour for Learning (previously known as SWPBS) program which will assist in maintaining consistent behaviour expectations across the school and enhance the understanding of the related social skills with students from a wide range of backgrounds.
- ✓ The explicit improvement agenda is used to promote to the community that the school is driven by the belief that every student is capable of successful learning in a safe and supportive environment.
- ✓ In 2015, there was a review of the school responsible behaviour plan for students. It is due to be reviewed again in 2019

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)	100%	78%	89%
• this is a good school (S2035)	100%	79%	89%
• their child likes being at this school* (S2001)	100%	82%	94%
• their child feels safe at this school* (S2002)	100%	82%	97%
• their child's learning needs are being met at this school* (S2003)	100%	75%	89%
• their child is making good progress at this school* (S2004)	100%	78%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	88%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	77%	86%
• teachers at this school motivate their child to learn* (S2007)	100%	78%	86%
• teachers at this school treat students fairly* (S2008)	89%	69%	89%
• they can talk to their child's teachers about their concerns* (S2009)	100%	88%	94%
• this school works with them to support their child's learning* (S2010)	100%	69%	89%
• this school takes parents' opinions seriously* (S2011)	100%	57%	86%
• student behaviour is well managed at this school* (S2012)	100%	65%	86%
• this school looks for ways to improve* (S2013)	100%	87%	86%
• this school is well maintained* (S2014)	78%	78%	67%

* 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)	95%	95%	97%
• they like being at their school* (S2036)	96%	93%	93%
• they feel safe at their school* (S2037)	93%	93%	87%
• their teachers motivate them to learn* (S2038)	100%	97%	92%
• their teachers expect them to do their best* (S2039)	100%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	97%	95%
• teachers treat students fairly at their school* (S2041)	92%	89%	90%
• they can talk to their teachers about their concerns* (S2042)	92%	83%	90%
• their school takes students' opinions seriously* (S2043)	90%	90%	85%
• student behaviour is well managed at their school* (S2044)	85%	85%	58%
• their school looks for ways to improve* (S2045)	100%	100%	98%
• their school is well maintained* (S2046)	99%	97%	90%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	95%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	89%	85%	91%
• they feel that their school is a safe place in which to work (S2070)	96%	85%	91%
• they receive useful feedback about their work at their school (S2071)	91%	79%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	91%	86%
• students are encouraged to do their best at their school (S2072)	98%	97%	97%
• students are treated fairly at their school (S2073)	98%	91%	88%
• student behaviour is well managed at their school (S2074)	91%	88%	76%
• staff are well supported at their school (S2075)	89%	76%	79%
• their school takes staff opinions seriously (S2076)	84%	85%	78%
• their school looks for ways to improve (S2077)	95%	97%	97%
• their school is well maintained (S2078)	93%	97%	85%
• their school gives them opportunities to do interesting things (S2079)	93%	85%	85%

* 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

Parent and community engagement

It is important to us that we promote our school profile, curriculum vision and values through communication to sustain our market share of enrolments and to support and enhance our relationships and partnerships with the school and wider community.

Our parents are involved in their child's education through:

- Parent and Citizens Association meetings held on the 2nd Tuesday of every month.
- Classroom Support – many teachers welcome and appreciate the support of parent volunteers in their classrooms to help with activities such as reading, art, maths, etc.
- School Fetes and Fundraising Activities
- Tuckshop – parent volunteers are always welcomed and encouraged to support.
- Year 6 Graduation – parents of year 6 student
- Library Support- parents volunteer their time to help with tasks such as book covering
- Sporting events – parents help with tasks on sporting days and occasionally during season sport activities.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We have "Circle Time" operating across the school with 2 trained staff who are trained facilitators. The school is also undertaking a commitment to engage in the Kids Matter Social Emotional Well-being Framework. Support for families occurs in a range of ways from the Guidance Officer, Administration Team and the school Chaplain.

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

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	47	83	63
Long suspensions – 11 to 20 days	2	1	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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school participates in the state container collection program. Students actively recycle materials from their lunch wrappers and products.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	186,943	181,673	169,001
Water (kL)	3,636	2,020	16,560

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.

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	45	35	0
Full-time equivalents	39	21	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
Masters	1
Graduate Diploma etc.*	3
Bachelor degree	41
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 **\$135, 979**

The major professional development initiatives are as follows:

- A significant portion of the PD funds has been to release teachers to engage in the Inquiry Cycles for Literacy
- PD funds has been to release teachers to engage in Pre Moderation Practices around the Australian Curriculum
- Inclusive Education Pedagogies for Diverse Learning
- Australian Curriculum Pre and Post Moderation
- Mandatory Professional Development Sessions
- First Aid

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.	96%	96%	96%

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	92%	92%	90%
Attendance rate for Indigenous** students at this school	86%	89%	88%

* 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	93%	93%	92%
Year 1	92%	91%	91%
Year 2	92%	92%	89%
Year 3	93%	91%	91%
Year 4	92%	93%	88%
Year 5	91%	91%	91%
Year 6	91%	91%	89%

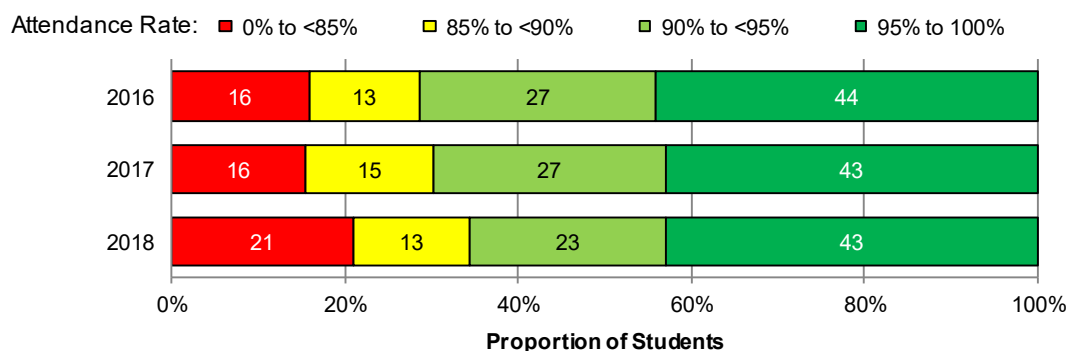
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Student attendance

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Enforcement of Compulsory School and Compulsory Participation Provisions. The procedure for marking rolls in our school is that all teachers will mark the roll by 9:15am and 1:30pm on all school days. Upon receipt of rolls in the office, absences are noted. Parents have a school absentee line number they can call to explain a student absence.

If there are unexplained absences or a pattern of absenteeism for any student which includes 3 days unexplained, a phone call and a letter requesting an explanation for a student's absence is warranted. Continued absences from school will result in the administration team sending written correspondence (TCS2) and the appropriate authorities are contacted. If attendance is still not satisfactory one week later, administrators will send further correspondence under s178 (2) and take reasonable steps to meet with the parents.

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

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.