Alligator Creek State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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From the Principal

School overview

Alligator Creek State School is a friendly, co-educational country school that is large enough to offer a range of programs, services and activities. It has a great reputation with parents travelling to be part of our beautiful culture. We are proud of our happy, well-behaved students, our strong, supportive parent community, our dedicated staff and our playing fields, grounds and gardens. Catering for Prep through to Year 6, we are located in tropical Central Queensland,15km north of Sarina and 26km south of Mackay, near Hay Point, the largest coal terminal in the country. We have strong links with the community and are part of the Sarina cluster of schools. Our educational programs, based on the 8 key learning areas, are planned to ensure the highest possible standards in literacy and numeracy for our students. We offer a range of extra-curricular activities that students can involve themselves in and represent the school. Our school opened on 14 September 1896, and has an enrolment in excess of 300 students. Our school motto is 'Our Best Always'. Our vision is to provide the best educational experience for our students through our culture, practice and performance.

Learning for life, Every student, Every classroom, Every day.

School progress towards its goals in 2018

Improvement Priority: Consistent improvement in the teaching and learning of maths			
Strategy: **Ensuring that sequential learning happens to achieve mastery of the foundation of maths literacy for each element of maths**			
Actions	**Targets**	**Achievement**	**Future Outlook**
Implement learning walls showing the learning journeys to the assessment tasks, featuring knows and dos and anchor charts, with all students articulating their own personal journey using the 5 questions: 1. What are you learning? 2. How are you doing? 3. How do you know? 4. How can you improve? 5. Where do you go for help?	100% of classroom teachers display learning journeys. 100% of students are able to articulate the 5 questions.	100% of classroom teachers display learning journeys. 70% of students are able to articulate the 5 questions.	Continue to display learning journeys with students referring to them and articulating their learning.
Implement a range of pedagogies to enhance the teaching and learning of maths, consolidating explicit instruction and introducing hands on	100% of teachers using explicit instruction for new work. Enquiry based pedagogy initialised by	100% of teachers using explicit instruction for new work. Enquiry based pedagogy used as teaching focus	Ensure explicit instruction is embedded into the culture of teaching Continue to embed enquiry based pedagogy

enquiry based instruction	all teaching staff including teacher aides		when teaching maths content
Implementing systematic curriculum delivery P-6 of the Australian Curriculum, incorporating Hattie high-effect size teaching strategies: pretesting and feedback

Development, implementation, and data review opportunities of Maths pre/post (c2c) tests each term with guidance by leadership team, for implications for teaching | 85%, or greater, of students meet year level achievement end of each term | 83%, or greater, of students meet year level achievement end of each term | Continue to refine the implantation of the Australian curriculum.

Continue to emphasise the importance of pretesting and feedback, using these strategies to inform teaching and learning. |

Improvement priority: Building staff expertise – Australian Curriculum planning, implementation and moderation

Strategy:

Ensuring consistency and a whole school pedagogical approach based on high-effect size visible teaching and learning in P-6

Actions	Targets	Achievement	Future Outlook
Task specific feedback, including self-reported grades, written and verbal modes, will be used to ensure students maximise and understand their own progress in learning.
Introduce Hattie's Instructional model for feedback	100% of classroom teachers and teacher aides using feedback every day	95% of classroom teachers and teacher aides using feedback every day	Examine the methodology and practices of feedback with students to ensure consistency and student growth.
Provide release time with the intent to increase classroom teacher expertise and capability in pedagogies, recognising impact of teaching and learning, through:

-collegial visits

-self-reflections of teaching (particular aspect of focus across all classroom teachers) using the agreed upon template. | 100% of classroom teachers engage in:

Watching Others Work 3 x term for particular focus across all teachers

Self-Reflection 3 x term for particular focus across all teachers | This did not occur. | Make this a focus in 2019 to build capacity, a shared learning and a local expertise culture within the school. |

-watching others work on specified pedagogies and feedback			
Teachers will continue to engage in regular pre and post moderation of student work in all Key Learning Areas, to ensure consistency of results and continual monitoring of student learning.	100% of teachers will moderate student work across all KLAs.	100% of teachers will moderate student work across all KLAs.	Continue to embed this practice
Implementing systematic curriculum delivery P-6 of the Australian Curriculum, using backward mapping processes Teachers will use learning walls to support student learning to enable every student to achieve their potential.	100% of classrooms show evidence of learning walls	100% of classrooms show evidence of learning walls	Embed the use of learning walls as teaching and learning tools.

Improvement priority: Upskilling teachers for delivery of Digital Technologies

Strategy – Integrating Digital technology into the curriculum			
Actions	**Targets**	**Achievement**	**Future Outlook**
Teachers collaborate with Teacher Librarian to plan and implement Digital technologies with a focus on coding	100% of classroom teachers to work collaboratively with T/L, implementing 3 lesson per term by T/L	This did not occur as intended	Engage TL in pre-moderation using digital technologies from the AC.
Teachers use a range of digital technologies in their teaching to enhance their pedagogies and promote learning of digital technologies.	95% of teaching staff feel satisfied with their expertise in digital technologies and ICT and are embedding ICT across all KLAs.	81% of teachers in the SOS agree "I can access necessary information and communication technologies to do my job at my school."	Continue to build capacity of staff, and ensure IT devices are purchased and maintained to support staff and their teaching.

Future outlook

Major Improvement Priority: Consistent improvement in the teaching and learning of reading
Strategy: **Ensuring that sequential learning happens to achieve mastery of the foundation of reading**

Actions	**Targets**	**Timelines**

Create and embed a whole school understanding of the teaching of reading at ACSS, including teaching and learning expectations and processes	First Plan created and implemented	Term 1
	Plan modified and implemented with 100% of staff trying the plan	Term 2, 3 and 4
Create a culture of teaching the literacy demands across the curriculum, including the implementation of systemic curriculum delivery of the Australian curriculum	Literacy across the curriculum reflected in planning for 100% of teachers	Term 4
Use data to inform individual teaching and learning practices, building data literacies and the sharing of data at a class, cohort and school level.	85% of students reaching benchmarks for reading in internal monitoring and A to E	Term 2
Build capacity of staff in reading literacies	100% of staff participating in reading PD	Start term 1

Minor Improvement Priority: Embed improvement strategies in the teaching and learning of numeracy

Strategy:

Ensuring that sequential learning happens to achieve mastery of the foundation of numeracy

Actions	Targets	Timelines
Continue implementing systematic curriculum delivery P-6 of the Australian Curriculum. GTMJ are understood and used to backward map as well as inform student achievements	100% of teachers understand and use the GTMJ to inform teaching and achievement and standards	Term 1
Embed moderation and implement data review opportunities of Maths pre/post (c2c) tests each term with guidance by leadership team, to inform future teaching and learning	85%, or greater, of students meet year level achievement end of each term	Term 1
Build capacity of staff to implement the teaching and learning demands in numeracy using a range of pedagogy catering for the individual learning needs of students.	100% of staff take part in numeracy pedagogy PD	Term 4

Minor Improvement priority: Building a Teaching and Learning Culture

Strategy:

Ensuring consistency and a whole school pedagogical approach based on high-effect size visible teaching and learning in P-6

Actions	Targets	Timelines
Provide release time with the intent to recognise and improve impact of teaching and learning, increase classroom teacher expertise and build capability in pedagogies through: -collegial visits -self-reflections of teaching (particular aspect of focus across all classroom teachers) using the agreed upon template. -watching others work on specified pedagogies and feedback	100% of classroom teachers engage in: Watching Others Work 3 x term for particular focus across all teachers Self-Reflection 3 x term for particular focus across all teachers	Started by the end of term 2 and embedded by the end of year
Implementing systematic curriculum delivery P-6 of the Australian Curriculum, using backward mapping processes Teachers will use learning walls to support student learning to enable every student to achieve their potential.	100% of classrooms show evidence of learning walls	Started in term 1, reviewed each term.
Implement a range of pedagogies to enhance the teaching and learning of reading, consolidating explicit instruction and Modelled, shared, guided and independent reading	100% of teachers using explicit instruction for new work by the end of term1. Enquiry based pedagogy initialised by all teaching staff including teacher aides	All elements started by end of term 2 and embedded by end of year.

Strategy: **Create a Feedback Culture with staff and students, developing trust and accountability for actions**		

Actions	Targets	Timelines
Task specific feedback, including self-reported grades, written and verbal modes, will be used to ensure students maximise and understand their own progress in learning. Introduce Hattie's Instructional model for feedback	100% of classroom teachers and teacher aides using feedback every day	By the end of term 2 embedded
Implement learning walls showing the learning journeys to the assessment tasks, featuring knows and dos and anchor charts, with all students articulating their own personal journey using the 5 questions: 6. What are you learning? 7. How are you doing? 8. How do you know? 9. How can you improve?	100% of classroom teachers display learning journeys. 100% of students are able to articulate the 5 questions.	Learning walls starting to show journey by end of term 2. Five questions embedded by end of term 2.

10. Where do you go for help?		
Teachers will continue to engage in regular pre and post moderation of student work in all Key Learning Areas, to ensure consistency of results and continual monitoring of student learning. Teachers will introduce mid point check ins to determine direction	100% of teachers will moderate student work across all KLAs.	Started in term 1, reviewed each term.
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	100% of teachers participate in feedback from supervisors and peers	Term 2

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	323	295	308
Girls	150	142	147
Boys	173	153	161
Indigenous	37	25	24
Enrolment continuity (Feb. – Nov.)	90%	92%	91%

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

Our student population resides in either rural or coastal locations. The catchment area for the school encompasses an area within a 10 kilometre radius and is surrounded by sugar cane paddocks. For the past 3 years enrolments have made a steady increase. Parents are either employed in mining or mining related industries with some self-employed in a trade related area. The ICSEA rating for our school community is 958. Our school is located on Yuibera indigenous land.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	24
Year 4 – Year 6	25	25	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our school developed Scope and Sequence Overviews for P-6 in focus areas. This included Grammar and Punctuation, Spelling, Writing, English (genres), Maths, Science, and History & Geography.

Curriculum delivery is modified to cater for students, with support provided through differentiation of content, environment and resourcing including use of teacher aide and Support Teacher time, and assessment.

Our pedagogical approach is based on Hattie research and built on 'visible teaching and learning' in the classroom, which includes a focus on feedback to the student and from the student to teacher in order to progress student learning and outcomes.

We have a strong transition program from kindy to prep and from year 6 to Sarina High School, collaborating with local educational providers.

Co-curricular activities

Key Learning Areas are based on the Australian Curriculum. Curriculum delivery of these Areas is from Curriculum into the Classroom (C2C) units developed by Education Queensland. Time allocations for Learning Areas are based on the Queensland Studies Authority guidelines.

Extra-curricula activities include:
- Instrumental Music Program – tuition in Brass, Woodwind and Percussion instruments; a Beginner and a Senior band; 2 bands enter eisteddfod; Mackay Orchestra and Band competition; instrumental music camp
- School Concert biannual – held 2018 at local Entertainment Centre
- Whitsunday Voices – opportunity to participate in this annual literary festival
- Sporting trials in a variety of primary school sports: School Rugby League, netball
- AFL, tennis coaching and Taekwon-Do Clubs operate programs on school grounds
- School camping program for Years 5-6 students – Year 5: Capricorn Caves (Rockhampton), Year 6 (Airlie Beach 3 days; overnight at Kinchant Outdoor Education Centre)
- Excursions for Years 1-4 (Year 4 daytrip to Action Challenge; Years 1 to 3 grade daytrips to local areas linking with curriculum)
- Greenhouse Native Plant Propagation and Foreshore Revegetation Projects are run through Conservation Volunteers Australia and BMA.
- Under 8's activity morning – community welcome, attendance by local pre-Prep provider
- Reader's Cup team entry
- Year 1 Fire Education day
- ICAS Mathematics and English Competition and Australian Mathematics competitions
- MacDonald Family Restaurant Mathematics Competition
- Premier's Reading Challenge

- Alligator Creek's Got Talent
- Paper plane competition

How information and communication technologies are used to assist learning

Teachers regularly access digital resources to support their teaching as C2C units integrate a wide variety of digital material from the internet. Our school subscribed to several on-line educational sites – Mathletics and Reading Eggs. Students regularly access these subscriptions and other online resources as part of their program of learning. Teachers are beginning to access coding programs such as Scratch. The curriculum program requires students to complete assessment tasks that incorporate ICTs – this includes research and digital presentation of assessment tasks. Students also regularly publish their work in digital formats as part of curriculum learning tasks. Each classroom is equipped with four computers that have internet connections. We also have wireless coverage of classrooms

Teachers are able to use their C4T laptops to utilise devices for their teaching. The school has two computer labs with 60 work stations that teachers are able to book for whole class activities. These labs are equipped with interactive whiteboards.

The two classrooms in the Resource Centre annexe have an interactive whiteboard each – teachers are able to book these rooms for class use. Teachers also have access to digital cameras, web cameras, elmoes and ipads for individual student learning.

Social climate

Overview

At Alligator Creek SS we have school rules: Be safe, be respectful, be responsible and be a learner. Our behaviour management committee examines data, school mood and anecdotal behaviours to determine the direction for behaviour management across the school. We work on body language as a form of communication as well as resilience and emotional behavioural management.

Our social climate is determined within our Responsible Behaviour Plan (RBP), student wellbeing, school community and consultation and collaboration on all levels with relevant stakeholders.

97.3% of parents think that their child feels safe at this school.

95% of students feel safe at this school

83.3% of parents think that child is treated fairly.

84..6% of students that that teachers treat them fairly.

86.1% of parents believe that school behaviour is well managed.

85.7% of students believe that behaviour is well managed..

The School Chaplain visits 2 days per week and plays an important role in the life of our school. He is an experienced School Chaplain who has supported the members of our school community with practical caring and help and her work in our school is fully supported by the Alligator Creek State School Parents' and Citizens' Association. Our Chappie's pastoral care has included:

- Pastoral care of school families dealing with tragedy, relationship difficulties or welfare-related issues
- Supporting students, staff and parents with personal problems or concerns
- Being proactively out-and-about in the school at the start of school, breaks and end of the day to be available if anyone wants to have a chat.

We have a Guidance Officer visit 3 days per fortnight, who also works with students on an individual basis and with parents to support their child.

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%	95%	95%
• this is a good school (S2035)	97%	95%	92%
• their child likes being at this school* (S2001)	100%	100%	95%
• their child feels safe at this school* (S2002)	100%	93%	97%
• their child's learning needs are being met at this school* (S2003)	100%	91%	92%
• their child is making good progress at this school* (S2004)	97%	93%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	95%	92%
• teachers at this school motivate their child to learn* (S2007)	97%	93%	95%
• teachers at this school treat students fairly* (S2008)	93%	89%	83%
• they can talk to their child's teachers about their concerns* (S2009)	97%	98%	92%
• this school works with them to support their child's learning* (S2010)	97%	95%	95%
• this school takes parents' opinions seriously* (S2011)	93%	88%	89%
• student behaviour is well managed at this school* (S2012)	93%	88%	86%
• this school looks for ways to improve* (S2013)	100%	86%	91%
• this school is well maintained* (S2014)	97%	86%	97%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	96%	100%
• they like being at their school* (S2036)	95%	97%	94%
• they feel safe at their school* (S2037)	97%	93%	95%
• their teachers motivate them to learn* (S2038)	98%	98%	98%
• their teachers expect them to do their best* (S2039)	99%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	97%
• teachers treat students fairly at their school* (S2041)	92%	90%	85%
• they can talk to their teachers about their concerns* (S2042)	87%	81%	89%
• their school takes students' opinions seriously* (S2043)	92%	87%	92%
• student behaviour is well managed at their school* (S2044)	83%	90%	86%
• their school looks for ways to improve* (S2045)	97%	98%	95%
• their school is well maintained* (S2046)	98%	92%	97%
• their school gives them opportunities to do interesting things* (S2047)	97%	98%	96%

Percentage of students who agree# that:	2016	2017	2018

* 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%	97%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
• they receive useful feedback about their work at their school (S2071)	92%	82%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	70%	82%
• students are encouraged to do their best at their school (S2072)	100%	100%	95%
• students are treated fairly at their school (S2073)	97%	90%	91%
• student behaviour is well managed at their school (S2074)	69%	74%	86%
• staff are well supported at their school (S2075)	89%	82%	100%
• their school takes staff opinions seriously (S2076)	83%	83%	100%
• their school looks for ways to improve (S2077)	92%	94%	100%
• their school is well maintained (S2078)	97%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	89%	90%	100%

* 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

At Alligator Creek State School we involve parents in their child's education through constant communication. Each parent receives emails from the classroom teacher, outlining the class program and updates for that week or fortnight. Phone calls for updates and to discuss any issues can be made to teachers, or by teachers. This allows messages to go between home and school on a regular basis.

Class teachers conduct parent information sessions at the start of the school year.

Parents are welcome as classroom volunteers. Parents are welcome to make appointments with class teachers and are also welcome to see the class teacher after each reporting period when teachers make themselves available to meet with parents. Formal school reports were sent home at the end of every term. Terms 1 and 3 were interim reports for English, Maths, Science, HPE and Music (achievement and effort) plus behaviour rating. Terms 2 and 4 were full reports for all Key Learning Areas, with comments included. An e-newsletter was published fortnightly on our website. Each week an update was emailed by the Principal talking about the global direction of the school. Our website was updated and designed to be user-friendly for parents. The P&C had an active Facebook page. Parents are invited to attend school events, such as sports day, Under 8's day, weekly parades, Awards Ceremony, Year 6 graduation, excursion/camp helpers, school disco nights. Our school has a small but active Parents' and Citizens' Association. The P&C is a forum for consultation for school direction and activities. This team provided opportunities for students including Mother's and Father's Day stalls, School Fair and the operation of the tuckshop where parents can volunteer their time. Our school is a feeder school to Sarina State High School. We liaise with the school regarding enrolment information sessions, transition visits in term 4, and extra transition time

for students requiring support. In 2018, our school was part of a cluster of schools to receive funding through the BMA Read program, to develop student's literacy skills.

Respectful relationships education programs

The school has developed and implemented programs which focuses on appropriate, respectful, equitable and healthy relationships. Each semester our students P-6 are involved in Health lessons. Units of work look at personal safety and awareness. Behaviour skills and rules are explicitly taught in every class, with posters created for across the school consistency. Our school registered for and celebrated Day for Daniel in 2017, and will again participate in 2018. We actively participate and advertise the No Way Day to Bullying. Students were led through various activities by their teacher, which focused on students' knowledge and skills to recognise, react and report when they, or others, are unsafe.

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	35	8	17
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Our school has a staff Environmental Team which co-ordinates activities within the school.
This includes having a class allocated to empty scrap containers to the chickens, can and plastic recycling and tree planting. Our Workplace Health, Safety and Wellbeing Committee (staff) meet once per term, with the topics of waste, water, energy and biodiversity on the agenda. Our school has solar panels on one of our buildings. All classrooms are encouraged to turn off lights, fans and air conditioners when rooms are vacated.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	44,328	30,224	274,814
Water (kL)	492	1,026	5,960

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	23	15	0
Full-time equivalents	20	10	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	2
Graduate Diploma etc.*	1
Bachelor degree	17
Diploma	4
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 $24 000.

The major professional development initiatives are as follows:

Just over $7 921.70 of this was towards employment of a release teacher for activities designed towards building teacher capability eg: visiting other schools, professional reading, working with the Master Teacher on reviewing student data or curriculum planning, working with the Support Teacher for differentiating the curriculum. Pre and post moderation of all KLAs were a major element to professional development. Funds were also spent on supporting and mentoring beginning teachers.

- Behaviour

- Mathematics

- Pedagogy

- Reading

- Age Appropriate pedagogy

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%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	94%	94%
Attendance rate for Indigenous** students at this school	90%	93%	93%

* 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	90%	95%	93%
Year 2	95%	95%	94%
Year 3	93%	94%	94%
Year 4	93%	95%	95%
Year 5	93%	94%	94%
Year 6	92%	93%	94%

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	11	11	30	48
2017	6	10	29	54
2018	9	12	31	49

Proportion of Students
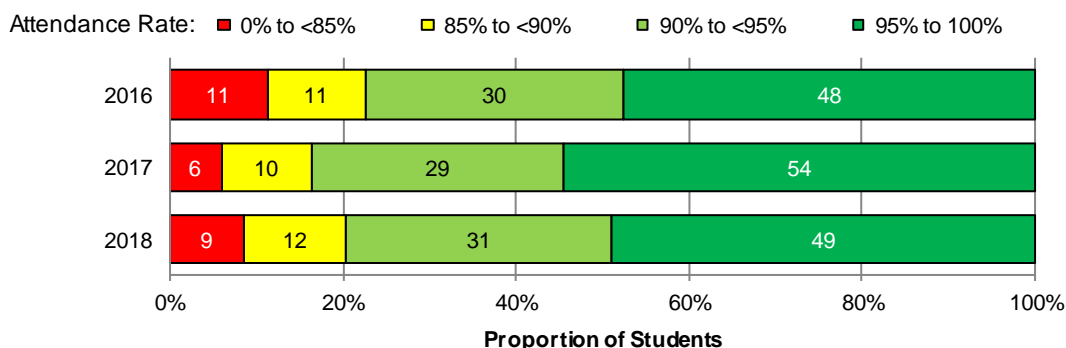
Description of how this school manages non-attendance

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.

When a child has been absent without explanation, the administration team contacts the parents. A response is expected and the absence is recorded in the roll as either explained or unexplained. Where a child has been absent for three days without a satisfactory explanation, a school leader phones the parent to find out why the child is away. Where unexplained absences extend for three days or longer truancy processes are commenced as per DETE policy. Where concern is expressed by a teacher at the frequency of a child's absence, a letter expressing concern about the disruption to the child's learning is posted to the parents. Roll marking procedures are carried out by classroom teachers at the start of school and again in the afternoon.
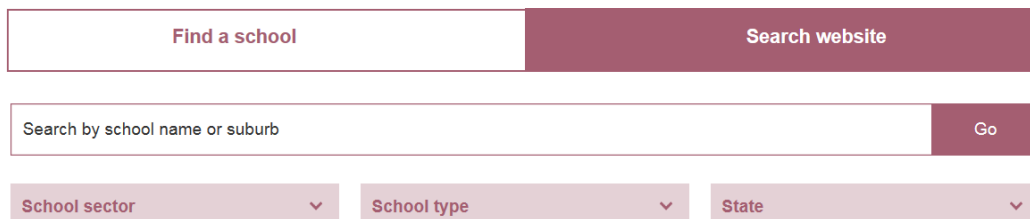
An incentive approach is managed by our school's Deputy Principal, where students with 100% attendance for the month go in the draw to receive prizes of their choice from those on offer. One child per grade level is selected each month on parade. At the annual Awards Ceremony, students having 98% attendance or higher from P-6 receive a medallion.

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.

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