Indooroopilly State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Indooroopilly State School was established in 1889 and is located in the western suburbs of Brisbane, approximately 10kms from the CBD. The school values its history and traditions and is proud of its student achievements. It is well supported by a proactive Parents & Citizens Association and an active School Council. Indooroopilly State School is an Independent Public School where all are challenged to be curious, active learners who embrace the demands of a dynamic future. We use the Australian Curriculum and frame our learning around being Curious and implementing Powerful Learning. The Powerful Learning strategies are consistent across our whole of staff and are designed from best practice. Our staff members are passionate, professional, flexible, dedicated and curious. We are a school with defined teams who work within their area of expertise and responsibility, to facilitate effective teaching and learning. Our inviting school environment is community orientated, and is underpinned by our school wide values. The whole school community, with its diverse heritage, culture and ethnicity, with representation from over 45 different language groups, is strongly invested in students reaching their full potential.

Over 950 students are challenged and encouraged to achieve their very best, within a supportive and inclusive environment, including such programs and extra-curricular activities as Future Problem Solving, Make A Difference (MAD) Day, instrumental music, Extension groups, chess, Buddy classes and choirs. The well balanced curriculum facilitates the development of all students academically, physically, sociallly and emotionally.

Principal's Forward

Introduction

This report provides parents and members of the school community with information about the school's activities and performance over the past twelve months. It highlights the strengths of teaching and learning programs at our school and identifies areas for development and improvement during 2016.

We are happy to celebrate that 2016 was an excellent year for Indooroopilly State School and our students. We are extremely proud of our results in the national testing program (NAPLAN), having achieved results that are statistically above the National average and well above the State average. We were even identified as a school that has above average gain. Above average gain is when identified high gain schools demonstrated substantial NAPLAN improvement in both reading and numeracy (except where noted) as follows:
1. an overall gain that exceeds the national average by more than one standard deviation unit; and
2. an overall gain higher than schools with similar ICSEA levels, by more than one standard deviation unit; and
3. an overall gain higher than that shown by students with the same NAPLAN starting score, also by more than one standard deviation unit.

This is an outstanding achievement and a credit to the high standard of teaching at our school.

A strong emphasis at Indooroopilly State School is placed on curriculum development and improvement. We pride ourselves on being a school which fosters and supports each child's social and emotional development, and provides extra-curricular opportunities. Curriculum areas of particular uniqueness and strength at Indooroopilly State School include Gifted Education and Differentiation, Literacy, Numeracy, The Arts, Physical Education, Support- Literacy and Numeracy and English as an Additional Language or Dialect Programs.

We launched our Active School Travel program in March, with children being encouraged to walk, bike, scooter, car pool or take public transport on their way to school. Students were given a passport and received a stamp to collect to gain prizes. We continue to support active travel to school.

We are also very proud of our history and communicate this through our school programs and events whilst also ensuring that we are developing learners for the 21st Century. We aim to create an environment in which our school and wider community embrace and engage in the richness of learning to develop an understanding that we are delivering a world class curriculum for our future generations. We began to foster this curriculum through the frame of our Curiosity and Powerful Learning. Our efforts to meet the needs of our diverse range of students and improve the quality of educational experiences for all students, drives everything we do. This report details the results of the quality teaching and learning programs offered at Indooroopilly State School. We trust that you find the information contained in this report informative and enlightening.

School Progress towards its goals in 2016

In 2016, we continued to show excellent progress. Systemic Priorities of having successful learners, improved teaching quality, principal leadership and performance, school performance, regional support and local decision making as outlined in "Every student succeeding State Schools' Strategy 2014- 2018" were implemented at the school level through the lens of "Curiosity and Powerful Learning". In the table below are the school improvement priorities that have been the focus areas this year.

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School Improvement Priority	2016 Progress	2017
Peer Coaching-Triad Model	Professional Development: effect size; low inference observations Developed protocols for Triad Process Devised individual feedback and group reflection forms Revised delivery model, to reduce use of teacher's non-contact time Varied focus of observations each cycle to progress the implementation of a Theory of Action Over 300 observations occurred in 2016 as part of 7 Triad Cycles	Continue to revise the model to: Allow teachers to observe a variety of colleagues / practice Increase the rigor ('move beyond the land of nice')
Whole School Theory of Action- Prioritise High Expectations and Authentic Relationships	Completion of 2 staff surveys and identification of 4 future focus areas Staff book club and Professional Development based on Carol Dweck's 'Mindsets' Use of children's literature to promote 'growth mindsets' in classrooms	Continuing work with 'Mindsets' – linked to development of 'Learning Protocols'
Whole School Theory of Action- Adopt Consistent Teaching Protocols	Professional Development: ISS instructional model based on 'Explicit Teaching' (Anita Archer) Classroom modelling by Master Teacher CAFÉ model for the teaching of reading: planning as a year level, modelled by Master Teacher, implemented by teachers in years: Prep to 5 Year level planning 3 times each term: Ensure consistent understanding of assessment tasks and what the 'A' achievement requires Monitored through peer triad process	Continue implementing the CAFÉ model and introduce a similar model for the teaching of writing
Theory of Action for Teachers- Harness Learning Intentions, Narrative and Pace	Professional Development Establishment of expectations for artefacts and reference to Learning Intentions and Success Criteria in every classroom Classroom modelling by Master Teacher Crafting of Learning Intentions and Success Criteria during year level planning process Monitored through peer triad process	Regular revisiting of expectations and finessing of practice
Whole School Theory of Action- Emphasise Inquiry Focused Teaching	Use of **U**nderstanding **B**y **D**esign, planning framework to plan Science units Professional Development for School Improvement Team with Kath Murdoch	Continuing to use UBD and adding 'provocations' to the introduction of learning sequences Further Kath Murdoch PD
Theory of Action for Teachers - Connect Feedback to Data	Teachers engaged in PD to develop their knowledge around the use of data. Internal Monitoring Framework was adjusted to align with Curriculum into the Classroom. Data discussion with Sector Deputy.	This theory of action was scheduled for future development for late 2017-2018

Future Outlook

We will continue to develop literate, numerate and curious learners through the implementation of ten Curiosity and Powerful Learning Theories of Action. The peer coaching- triad model will continue to be the driver that we focus on our other areas for development, please see 2017 above. 2017's primary focus will be on continuing to develop Framing Higher Order Questions, Consistent Learning Protocols and developing a Whole School Theory of Action for an Emphasis on Inquiry Focussed Learning. We will continue to work with Griffith University, Curiosity and Powerful Learning Team and a local cluster of schools in this arena.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	900	432	468	5	94%
2015*	897	425	472	9	94%
2016	955	438	517	7	96%

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

Indooroopilly State School is situated in the western suburbs of Brisbane and the majority of children come from middle to high socio-economic families, who are well educated and have high expectations for their children's learning and achievement.

Our children are representational of the world with 45% having a language background other than English. We currently have over 45 different language groups represented in our school. Many children speak English as a second or third language. Many children arrive in our school with limited or no English. Only 1% of our students come from an Australian Indigenous background.

We have a small percentage of students with disabilities who attend the school. Indooroopilly State School draws its students from 42 suburbs. The majority come from Indooroopilly, Chapel Hill, Kenmore and Taringa. The remainder of children come from other areas of the Brisbane Metropolitan Region. We have an enrolment management plan that prioritises children in the Indooroopilly State School catchment.

Our children are very capable, well behaved and enthusiastic learners.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	26	24	24
Year 4 – Year 7	26	27	27
Year 8 – Year 10	NA	NA	NA
Year 11 – Year 12	NA	NA	NA

*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.

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Curriculum Delivery

Our Approach to Curriculum Delivery

Indooroopilly State School provides an educational program based on the Australian Curriculum as interpreted by Education Queensland's Curriculum Into the Classroom (C2C) teaching units in English, Mathematics, Science, History and Social Sciences, Technology, and Arts. Our focus is on maintaining high standards in literacy and numeracy as well as building on each child's strengths and preparing them to take their place in the world.

We offer a very strong Prep Year Program. Early each year, each child's strengths and areas for development in English and Mathematics are determined and teaching programs focus on building on from each child's knowledge base. With a high percentage of EAL/D speakers arriving in the school, support focuses on building good literacy skills via a Prep Oracy Program and Read It Again –Foundation Q. Tracking of these students in these programs are fundamental in this year.

In addition to set curriculum requirements, Indooroopilly State School offers a range of other programs including:

- Future Problem Solving
- High quality support programs for children requiring addition support with Literacy and Numeracy
- Outstanding English as a Second Language Program
- Outstanding School Music Program with strong choirs and instrumental programs providing children with skills to take part in concert band and string orchestra recitals both locally and throughout the district.
- Outstanding Physical Education and Swimming Programs
- Extension Mathematics: Ramanujan, Newton and Dirichlet levels
- A strong Camp Program for Years 4 – 6
- School excursions or incursions in all year levels that enhance classroom learning
- M.A.D. Days (Make a Difference)- 2 times per year- this targets our Year 5 & 6 students and allows our middle years' students to develop some expertise in a specific area of interest eg. Motor mechanics, bush biking, electronics, cartooning, basketball, forensics, synchronized swimming.
- Physical development and sport play an important part in the development of the child and Indooroopilly SS sporting teams achieve well in all fields of competition.
- Leadership Workshops for Year 6 Students

Co-curricular Activities

Indooroopilly State School offers a range of extra curricula activities including:
- Chess Club
- Debating
- Visual Coding
- Robotics
- Inter-school and Intra-school sport
- Harmony Day to celebrate Multi-cultural Australia
- Swimming & Swim Club
- Writers' Camp
- Young Rotarians Program
- Cyber Safety Program
- Active School Travel Program
- International Competitions and Assessments (ICAS) in English, Writing, Maths, Science and Digital Technologies

How Information and Communication Technologies are used to Assist Learning

At Indooroopilly State School we embed the use of computer technology or Information Communication Technologies (ICTs) in our teaching and learning programs through:

The use of interactive white boards or 'smartboards' in all classrooms across the school, enhancing the learning opportunities for all students, with all teachers using the boards in their teaching and learning programs. For further information relating to the use of 'Smart boards' visit www.electroboard.com.au

Teachers use digital cameras to enhance the personal connectedness of students.

A wireless network has been installed in all areas of the school to enhance teaching and learning.

Classrooms have access to banks of laptops for digital work in the classroom. Each classroom is supported by a small number of computers permanently in the room and all teachers have their own laptop. We also have additional computers in the school library for classes to access and our teacher librarian undertakes specific media related/ skills based integrated lessons with all classes based on the unit of work which the year level is currently studying. Ipads are available for teacher and student access in Prep, STL & N programs, EALD and SEP.

School and home licences are also in place for "Reading Eggs" and "Mathletics". Teachers use these and other programs to support the classroom lessons. Specific programs are purchased to address needs, for example 'Reading Dr' is in use to increase phonic knowledge of students in support programs. Curriculum into the Classroom is also enabled with a significant amount of learning objects, which teachers use as needed to support lessons.

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Social Climate

Overview

Indooroopilly State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. The school motto of 'Honour Above All' is enacted with a deep understanding of being **H**onest, **O**ptimistic, **N**urturing, **O**rganised, **U**nderstanding and **R**espectful. 2016 saw the successful launch of 'Indi' our frog HONOUR guide who supports our values and promotes positive behaviour choices. Assemblies unpacking a value occur termly, with behaviour expectations discussed in the classroom context and rewarded at assemblies occurring fortnightly.

Responsible behaviour management is based on the principle that everyone has rights and responsibilities in the community and the balanced employment of these concepts leads to a safe, supportive and productive learning environment. Students' levels of self-esteem and confidence are the focus of responsible behaviour management. Reward schemes are integral in encouraging and motivating students to making the best choices with their own behaviours. The school has three rules "Be respectful", "Be responsible" and "Be your best".

Students also have opportunities to add to the culture of the school. The senior children take part in a 'Buddy' system where they look after a child in a younger class throughout the year. Selected class representatives serve on a Student Council, which organise fun events like the Triathlon and fund raise money to give back to the community. Year 6 students have the opportunity to nominate, go through a selection process and be appointed as school leaders.

Parents are actively involved in the school in a variety of ways. Our Parents and Citizens Association and School Council have a close working relationship with the Principal and staff. A Guidance Officer, Special Education Teacher, EALD teacher and School Chaplain are available for students with significant needs. Other programs are delivered on a year level basis, such as the 'Friends' program or elements of "Program Achieve".

Parent, student and staff needs are handled with compassion and professionalism

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)	92%	95%	96%
this is a good school (S2035)	95%	98%	96%
their child likes being at this school* (S2001)	98%	100%	96%
their child feels safe at this school* (S2002)	98%	100%	97%
their child's learning needs are being met at this school* (S2003)	93%	92%	95%
their child is making good progress at this school* (S2004)	93%	92%	94%
teachers at this school expect their child to do his or her best* (S2005)	96%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	91%	92%
teachers at this school motivate their child to learn* (S2007)	91%	93%	94%
teachers at this school treat students fairly* (S2008)	98%	94%	95%
they can talk to their child's teachers about their concerns* (S2009)	96%	96%	94%
this school works with them to support their child's learning* (S2010)	90%	88%	90%
this school takes parents' opinions seriously* (S2011)	86%	87%	90%
student behaviour is well managed at this school* (S2012)	91%	94%	92%
this school looks for ways to improve* (S2013)	96%	96%	96%
this school is well maintained* (S2014)	91%	94%	93%

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Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	99%	99%
they like being at their school* (S2036)	97%	99%	98%
they feel safe at their school* (S2037)	98%	99%	95%
their teachers motivate them to learn* (S2038)	97%	99%	97%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	97%
teachers treat students fairly at their school* (S2041)	95%	93%	93%
they can talk to their teachers about their concerns* (S2042)	95%	97%	92%
their school takes students' opinions seriously* (S2043)	93%	96%	92%
student behaviour is well managed at their school* (S2044)	93%	91%	90%
their school looks for ways to improve* (S2045)	98%	99%	98%
their school is well maintained* (S2046)	98%	97%	96%
their school gives them opportunities to do interesting things* (S2047)	98%	97%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	98%	93%
they feel that their school is a safe place in which to work (S2070)	94%	100%	94%
they receive useful feedback about their work at their school (S2071)	81%	93%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	96%	85%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	100%
student behaviour is well managed at their school (S2074)	87%	100%	98%
staff are well supported at their school (S2075)	87%	98%	91%
their school takes staff opinions seriously (S2076)	77%	97%	89%
their school looks for ways to improve (S2077)	90%	100%	93%
their school is well maintained (S2078)	94%	95%	93%
their school gives them opportunities to do interesting things (S2079)	90%	95%	87%

* 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 the end of 2015, Indooroopilly State School nominated to become an Independent Public School. This nomination was successful with the school becoming an Independent Public School at the start of 2016.

At Indooroopilly State School the development of the partnership between the school, parents and the wider community is of paramount importance. Parents play valuable roles in supporting their child's education. The parents have numerous opportunities to become involved in the life of the school through a range of activities.

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Our school is well supported by the P & C Association and the School Council. The P & C raises a significant amount of money each year to support the school curriculum and facility enhancements throughout the school. The School Council provides support to school management in setting strategic direction and by monitoring budgets and strategic planning.

A number of P & C functions were held during the year, including a Trivia Night and Indigo Fair. Our parents assist with classroom activities, excursions and camps, as well as volunteering in the Tuckshop and Uniform Shop. Parents are encouraged to be involved in many facets of school life. Many parents assist with classroom activities, Tuckshop, library support, excursions, and sporting teams.

Parents are included in decision making committees at the school. The school community has high expectations of the school and forms a very supportive parent group. Parents at Indooroopilly State School are involved in a great variety of ways:
• As members of the School Council;
• As members of the P&C Association;
• As members of committees and working parties;
• As helpers in classrooms and the library;
• As helpers in the Tuckshop;
• Organising school events;
• Planning for the schools' future;
• Providing supervision on excursions and camps;
• Talking to classes about an interest or occupation;
• Sharing skills with children staff and the community;
• Participating in self-education programs.
• In many homes both parents work. Community involvement in school activities and social functions is very high.
• New families are welcomed into the social structure with ease.
• International Future Problem Solving Competition
• Supervision at Interschool Maths Tournament

Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. We have our values program that in-depth examines ways of being respectful and responsible as per our school rules.

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	4	3	7
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 has worked consistently to reduce the environmental footprint with the implementation of our School Environmental Management Plan (SEMP) which outlines key strategies to reduce the usage of various resources. We have requested that no lighting/air conditioning/ fans be left on when a room is not in use nor overnight/weekends. Where possible we have water saving devices fitted to all toilets and taps and use water from tanks around the school to maintain our gardens and grass. We also have solar panels operating to feed back into the electricity grid, reducing our overall consumption as indicated below.

We also have paper and battery recycling and gardens installed for edible food for the tuck shop. A parent group works on Friday mornings with the students to collect rubbish and sort into recyclable and non-recyclable materials. In 2017 we will broaden our scope of work and join the Eco Marines and increase our activities in being a Cleaner, Greener School.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	434,570	5,330
2014-2015	464,008	4,178
2015-2016	483,338	2,927

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.

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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

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

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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	55	17	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	1
Masters	7

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Graduate Diploma etc.**	8
Bachelor degree	42
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 $ 21,619

The major professional development initiatives for teaching staff are as follows:

Curiosity & Powerful Learning, Kath Murdoch Inquiry Learning, Peer Coaching, and Planning,

The more specific professional development for select areas were Leading Learning Conferences, Guidance Officer Training, Autism Training, Beginning Teacher conferences, Independent Public School Alliance conference, PE Swim Certificate, Professional Development Network Twilight Sessions.

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.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Students in our school achieve well. Work samples and classroom teaching aspire to an 'A' standard. While classroom differentiation occurs, all children have the opportunity to aspire to the highest levels. As can be evidence below the majority of children are achieving at an A/B level.

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Student Attendance

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).	96%	95%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	98%	97%	97%

*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.

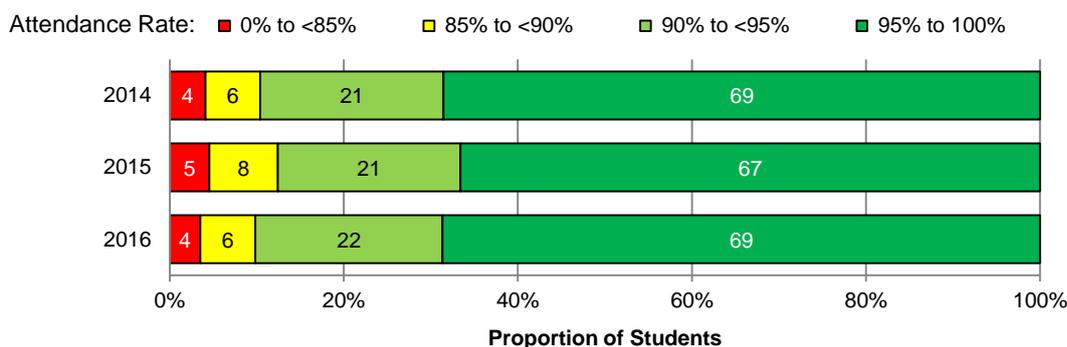The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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%	96%	95%	97%	96%	96%	96%	96%					
2015	94%	95%	95%	96%	96%	96%	96%						
2016	96%	96%	95%	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.

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Student Attendance Distribution

The proportions of students by attendance range:

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%
2014	4	6	21	69
2015	5	8	21	67
2016	4	6	22	69

Proportion of Students

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.

Parents are informed of an absence line whereby their child's absence can be reported. If absences are not recorded, a text message is sent to the parent asking for them to explain. Children with high absence are recorded on OneSchool with school to follow up with phone calls when persistent unexplained absence (3 days or more) occurs. Parents are invited to a meeting with the relevant Deputy for discussion of absence. All late entries or early departures are through the office. Absence slips must be obtained on fetching or leaving children in the classroom before or after designated bells. Parents are invited for long term absences (10 days or more) to complete an exemption certificate with Principal approval up to a term. Conditional approval may be given for longer term absences.

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

School name	**GO**
Suburb, town or postcode	

Sector:

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School NAPLAN information is available by selecting **'NAPLAN'** 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 our school's NAPLAN results.

Conclusion

We hope that you enjoyed reading about our 2016 experience and will join us in the coming year to support our students & parents, staff and wider community. Any questions or comments can be relayed to the School Principal.

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