



Loganholme State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Since 1873, our school has played a significant role in the lives of children as they grow and develop. Our futures focussed classrooms and teachers provide students with a high quality education that equips them with the knowledge, skills and attributes needed to be successful in the future and an education which enables them to participate in and contribute to a culturally, socially and economically responsible society.

At Loganholme State School, we consciously focus on academic excellence, build a positive community perception, develop creative thinkers, create globally responsible citizens of the future, promote healthy minds and bodies, provide a supportive and safe environment based on responsible conduct and cater for individual difference.

While we are extremely proud of our distinguished and unique history, we are futures focussed and completely committed to preparing students for their world. We believe that they will need to be literate and numerate, able to use information technologies, creative and critical thinkers and problem solvers and socially responsible.

School Motto: Believe and Achieve

Every student succeeding is the shared vision of Queensland state schools. This strategy underpins our school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Our Loganholme State School community strives to prepare students for a meaningful place in society by providing quality education in a safe, caring, supportive environment and creating opportunities for all students to achieve learning outcomes and reach their potential.

Values: Loganholme PRIDE: Partnerships, Respect, Independence, Determination, Excellence

Our focus on improvement will be through consistent implementation of these core learning priorities and strategies within agreed practices and curriculum framework, which includes differentiated support and intervention aligned to achievement and improvement. Our collective commitment will be to an unrelenting focus on improved student achievement through alignment of everyone's efforts.

Through a personal and collective commitment, underpinned by shared, strong leadership and high expectations from all staff, we will continue to deliver improved learning and achievement for all students. Our informed and consistent practice will enable children to embrace the learning journey with confidence

Principal's Foreword

Introduction

2017 continued to be a year of change and innovation amid leadership changes and restructuring.

The staff, students and community demonstrated their resilience and focussed on achieving our motto: Believe and Achieve; providing quality education in a safe, caring, supportive environment.

At Loganholme we develop the students holistically valuing their social, emotional and academic needs right throughout their time at our school.

School Progress towards its goals in 2017

The School Improvement Priorities remained at the forefront of planning and decision making, ensuring that our direction was clear and consistent across the school.

Improvement Priority 1: Embed a whole school approach to intentional, consistent and inclusive instructional practice.

- Embed an inclusive teaching and learning methodology
- Improve teacher practice through collaborative planning and triads
- Grow the capacity of every teacher and teacher aide

Outcomes:

- 100% of students setting writing goals; monitored and provided feedback
- Moderation within PLTs occurring twice yearly prior to reporting
- 100% of staff using PM or IPI reading tests

% achieving C-A (report cards)	Target – English (Reading and Writing)	Achieved – Semester 2	Target – Mathematics	Achieved – Semester 2
PREP	>70%	78%	>70%	72%
Year 1	>70%	75%	>80%	85%
Year 2	>70%	68%	>80%	75%
Year 3	>70%	77%	>80%	88%
Year 4	>80%	75%	>70%	77%
Year 5	>80%	85%	>80%	89%
Year 6	>80%	77%	>70%	67%

Improvement Priority 2: Every child achieves a year of growth in the 2017 school year.

- Put faces on the data
- Ensure that every child is learning and achieving
- Grow a community of curious learners

Outcomes:

- Development of School Assessment and Reporting Framework for timely and consistent assessment and reporting for planning
- Building and establishment of Coding and Robotics during lunchtimes.
- Achievement or building towards outcomes:

SOS – Item number	Item description	TARGET	2016	2017
SOS S2040 (STUDENT)	My teachers provide me with useful feedback about my school work	100%	94.1%	96%
SOS S3241 (STAFF)	I feel confident that students receive a good education at my school	100%	100%	100%
SOS S3239 (STAFF)	I feel confident engaging all of my students in learning at my school	100%	100%	96.2%
SOS S3238 (STAFF)	I feel confident using student assessment data to improve student achievement at my school	100%	100%	100%
SOS S2021 (PARENTS)	Teachers at this school are interested in my child's wellbeing	100%	95%	100%

- Achievement of building a community of curious learners

SOS – Item number	Item description	TARGET	2016	2017
SOS S2052 (STUDENT)	I can access computers and other technologies at my school for learning	95%	88.9%	82.4%
SOS S2053 (STUDENT)	I am encouraged to use computers and other technologies at my school for learning	95%	78.4%	79.2%
SOS S2054 (STUDENT)	I use computers and other technologies at my school for learning	95%	73.7%	78%
SOS S2055 (STUDENT)	I enjoy using computers and other technologies at my school for learning	95%	93.9%	93.4%

Improvement Priority 3: Grow a team culture where everyone believes that Learning is the work, that all students can be successful, and where staff, students and families collaborate to share responsibility and accountability for student learning.

- Grow a productive team culture
- Embed positive learning behaviours
- Value parents as partners

Outcomes:

- Establishment and reviewing of team and PLT structure to ensure consistency, new staff inducted and supported.
- Completion of Loganholme State School strategic plan in consultation with Key Stakeholders utilising feedback from a variety of data sources.
- Loganholme State School Responsible Behaviour plan updated to reflect change in Dress Code and Code of School Behaviour
- Student attendance monitored and incentives initiated in Semester 2 to improve attendance:

	Term 1 - 2017	Term 2 - 2017	Term 3 - 2017	Term 4 - 2017
Student attendance	94.5%	93.3%	90.7%	92.7%



- Achievement of targets or working towards building the valuing of communication and partnerships between key stakeholders towards learning and a positive school culture and community.

SOS – Item number	Item description	TARGET	2016	2017
SOS S2035 (PARENTS)	This is a good school.	95%	91.5%	100%
SOS S2025 (PARENTS)	This school keeps me well informed.	100%	84.7%	91.3%
SOS S2032 (PARENTS)	This school has a strong sense of community.	95%	81.7%	97.8%
SOS S3218 (STAFF)	My school provides useful information online	100%	88.4%	97.1%
SOS 3219 (STAFF)	My school keeps me well informed about things that are important to my work	100%	95.3%	89.2%
SOS 3220 (STAFF)	There is good communication between all staff at my school.	100%	88.4%	83.3%
SOS S2034 (PARENTS)	I would recommend this school to others	95%	90%	91.9%

- Introduction of a School Facebook page with the goal to celebrate and recognise learning and achievement; P&C encouraged to keep own Facebook page for enquiries and information pertaining to uniforms and tuckshop etc.
- Time provided to update and review school website to ensure information is up-to-date and accurate.

Future Outlook

School improvement priorities for 2018:

- Student evidence is reflective of a whole school approach to improving reading through an instructional reading, routines and practices across the KLAs.*

Action	Target
Balance of staff to undertake Guided Reading program	100% of staff
Internal monitoring of all staff using agreed Pedagogical checklist of best practice and Whole-school expectations	80% of staff
Continue refining current reading practices	Development of whole-school reading framework
Continue refining current reading resources	
Identify at-risk students in Years 3 and 5 (NAPLAN)	95% of students achieve or exceed NMS - Literacy
Provide explicit reading and follow up lessons for struggling readers and those students at NMS in 2017 NAPLAN	100% of identified students achieving 'C' standard
Explicit analysis of NAPLAN test items to provide differentiated and student specific learning	Year 3 and Year 5 Year 2 and Year 4
Maintain use of data walls within PLTs that put the 'face on the data' for individual students growth and development	100% of staff

- Student evidence is reflective of a whole school approach to improving writing across the KLAs through the teaching of the building blocks of writing.*

Action	Target
Review and renew Writing Analysis Tool as part of whole school Writing Program	Development of whole-school writing framework; aligned to other KLA writing tasks
Internal monitoring of all staff using agreed Pedagogical checklist of best practice and Whole-school expectations	80% of staff
Formalise school moderation of A-E writing samples at the end of each term	1 x English (KLA) task 1 x other KLA writing task
Track sample students writing against WAT	All writing tasks
Build staff capacity to embed punctuation, grammar, and sentence structure into lessons.	100% of staff

Explicit analysis of NAPLAN test items to provide differentiated and student specific learning	Year 3 and Year 5 Year 2 and Year 4
Maintain use of data walls within PLTs that put the 'face on the data' for individual students growth and development	100% of staff

- *Student evidence is reflective of a whole community approach to improving well-being.*

Action	Target
Form a Well-being committee to develop an action plan for implementation of a Loganholme Well-being framework	Loganholme School community
Host wrap-around meetings with stakeholders to support the academic and behavioural needs of identified students	100% of identified students Reduced number of suspensions
Celebrate and recognise "Everyday Counts" through a whole- school approach: Attendance Challenge; reaffirming attendance policy	95% attendance 100% explained absences
Create a school social media presence with the goal to celebrate students, their achievements and goals.	Weekly posts
Contact and establish key personnel to create link between local and surrounding ECE providers; facilitate and encourage completion of Transition statements	All local and surrounding ECE providers
Host information sessions for parents at ECE centres	All local and surrounding ECE providers
Provide information sessions for parents on how to support their child learn.	Ongoing

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	518	262	256	26	97%
2016	521	256	265	22	95%
2017	541	264	277	29	96%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Along with a growing population and cultural diversity (reflecting the diversity of Logan area), Loganholme State School has a realistic sense of community and a shared focus on supporting our students to be critical and creative thinkers and responsible citizens for today and tomorrow. Prior to being catchment managed, 20% of our student population were from out of catchment. Currently in 2018, approximately 10% of our students are from out of catchment.

In 2017 the school was made up of 23 classes across Prep – Year 6. There was a 2% Indigenous population and a small number of students with English as an Additional Dialect.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	22	22
Year 4 – Year 6	25	26	26

Curriculum Delivery

Our Approach to Curriculum Delivery

- Cyclical, collaborative year level and whole school planning
- Units developed are based on the Australian Curriculum; with C2C units used as a resource
- Curriculum is based on the mandated Learning Areas within the Australian Curriculum
- Prep implements the Australian Curriculum and the Early Years Curriculum Guidelines in alignment with DET's P-12 Curriculum, Assessment and Reporting
- Year levels teaching teams work as Professional Learning Teams, ensuring a consistent delivery and assessment/reporting of standards

Pedagogical approach:

- Explicit Instruction is a highly effective teaching strategy, particularly when students need to acquire new knowledge or skills. Explicit Instruction lessons are designed to make optimal use of instructional time, keep students engaged, and promote high rates of success through explicitness and scaffolding procedures.
 - Warmup: Activating Prior Knowledge
 - Lesson Intent: purpose and goal
 - Success Criteria: explicitly stating and displaying clear success criteria
 - I do: Explicit teaching and modelling of new concept/skill
 - We do: Guided practice
 - You do: Independent practice
 - Review and Reflect: review and reinforce the lesson intent and success criteria of the lesson; providing affirmative and corrective feedback and follow up goals

{Check for understanding (CFU) and feedback: throughout and continual}

Co-curricular Activities

- Instrumental music: competing at various competitions throughout the year and a strong connection with Shailer Park State High School
- School choir: The Loganholme Songsters
- Lunchtime clubs: dance, coding, HUB activities; Kids Club activities
- Student Leadership: peer mediation; fundraising activities; school betterment program
- ANZAC day: commemorative services
- School sporting opportunities: Cross Country; District and Regional Trials; Sports Days
- Senior School Celebration of learning and graduation evening
- Behaviour Rewards Day
- Fun Friday events
- P&C events: Twilight Concert; Fun Run (Colour run); Carols evening;

How Information and Communication Technologies are used to Assist Learning

Teachers plan cooperatively and collegially to ensure ICTs are an integral component of the teaching and learning experiences developed for each and every child. Whilst specific teaching and skill development occur within the ICTs for learning curricula, the emphasis is on the use of technologies in the context of the full range of curriculum experiences (as a learning tool).

Social Climate

Overview

The School and community continued to establish Loganholme PRIDE, encapsulating the school and community expectations for growing positive and proactive citizens for today and the future.

The term Loganholme PRIDE is used regularly by all members of the school community; as a behavioral and moral teaching and learning tool.

The first step in facilitating standards of positive behavior is communicating those standards to all students. At Loganholme State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support; a strategy directed towards all students designed to prevent inappropriate behavior and provide a framework for responding to unacceptable behavior.

The whole school Behaviour Management system at Loganholme was designed to achieve the following:

- Set high expectations for the behaviour of all students
- To create a behaviour culture within the school and the community
- Develop and implement a system that demonstrates consistency, equity and transparency for all classes and year levels
- Encourage and motivate students to strive for excellence with their behaviour
- Acknowledge, reward and celebrate students who consistently follow the school rules
- Set consistent and logical consequences for students who do not follow the school rules
- Improve communication between LSS and home so that parents and carers are informed regularly about both positive and negative behaviours

To achieve this we have a number of systems in place that work together to respond and provide positive behaviour choices at school.

- Daily Zone System
- Loganholme Blitz Bus
- Blue Cards
- Student of the Week awards
- Believe and Achieve Passport – point system
- Believe and Achieve Thermometer – yearly tracking
- End of Term Behaviour Rewards Day

Our SAC (Student Advancement Committee) coordinate a 'wrap-around' service for our students and families. This group of specialists, led by either of the administration team, coordinates learning support, teacher support, access to DET provided services and external support. Most of all this provides a safe place to explore options and to ensure sustainability of support.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	98%	92%	96%
this is a good school (S2035)	94%	92%	100%
their child likes being at this school* (S2001)	96%	98%	98%
their child feels safe at this school* (S2002)	94%	98%	100%
their child's learning needs are being met at this school* (S2003)	84%	90%	91%
their child is making good progress at this school* (S2004)	90%	90%	96%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	90%	96%
teachers at this school motivate their child to learn* (S2007)	92%	93%	94%
teachers at this school treat students fairly* (S2008)	92%	98%	96%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%	98%
this school works with them to support their child's learning* (S2010)	86%	90%	98%
this school takes parents' opinions seriously* (S2011)	80%	83%	96%
student behaviour is well managed at this school* (S2012)	86%	90%	93%
this school looks for ways to improve* (S2013)	85%	93%	100%
this school is well maintained* (S2014)	92%	93%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	96%	86%
they like being at their school* (S2036)	95%	99%	91%
they feel safe at their school* (S2037)	96%	97%	94%
their teachers motivate them to learn* (S2038)	98%	98%	93%
their teachers expect them to do their best* (S2039)	99%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	94%	94%	96%
teachers treat students fairly at their school* (S2041)	97%	95%	89%
they can talk to their teachers about their concerns* (S2042)	92%	93%	86%
their school takes students' opinions seriously* (S2043)	96%	90%	87%
student behaviour is well managed at their school* (S2044)	91%	94%	82%
their school looks for ways to improve* (S2045)	95%	99%	95%
their school is well maintained* (S2046)	96%	99%	93%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their school gives them opportunities to do interesting things* (S2047)	96%	94%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	90%	93%	100%
they feel that their school is a safe place in which to work (S2070)	90%	98%	100%
they receive useful feedback about their work at their school (S2071)	83%	93%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	92%	81%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	97%
student behaviour is well managed at their school (S2074)	100%	100%	97%
staff are well supported at their school (S2075)	70%	95%	95%
their school takes staff opinions seriously (S2076)	69%	95%	94%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	82%	85%	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.

Parent and community engagement

Productive partnerships expand the knowledge, skills and resources available in schools.

Loganholme State School is working towards expanding it's capacity to support the well-being of students by nurturing and growing the partnerships with and between:

- Students
- Teachers
- Parents and carers
- Support staff
- Community groups

We do this by recognizing that parents play an integral role in the education of their children, supporting both learning and wellbeing. Loganholme works with parents and encourages them to be a regular part of the students learning and development:

- Regular parades and activities
- Learning celebrations: in each of the classrooms to share and celebrate the achievements of the students
- P&C School discos: an opportunity to support the school and students by taking part in a social event while building relationships among the parent body
- Classroom helpers: parents are invited and encouraged to be a part of their child's everyday classroom learning experiences
- Parent Education workshops: the school regularly holds or organizes learning activities for parents to be able to assist either in the school or to foster their own learning to support their child/ren at home, such as: Year level information sessions; Pre-Prep information sessions at local EECs; Prep Orientation Days; Life Education talks; Ready Readers program.
- School community events: Carol's night; Twilight Concert; Mother's and Father's Day stalls and events; Under 8's; Junior Sports Day; Meal Deal Days; Teddy Bear's Picnic; Walk Safely to School Day; ANZAC day service; Colour Run
- Development of individual education/support plans for children in collaboration with SAC

Respectful relationships programs

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

By implementing the Respectful relationships education program, schools will give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Loganholme State School and community have identified this as an area of priority for future.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	16	44	81
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Continuing encouragement through classroom programs and implementation of the Reduce, Reuse, Recycle program with students, teachers, support staff and cleaners also following these guidelines throughout their work day practices.

Our school only purchases recycled paper and we have implemented a 'paperless' communication process (through OnePortal Team site and email correspondence) to reduce the amount of paper and printing used throughout the year.

We have continued to improve our grounds with maintaining and growing our greenery areas for shade.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	133,844	264
2015-2016	141,012	
2016-2017	138,549	347

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	38	21	0
Full-time Equivalent	33	14	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	3
Bachelor degree	28
Diploma	2
Certificate	

*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 2017 were \$20,258.

The major professional development initiatives are as follows:

- Explicit/Direct Instruction
- First Aide Training
- CPR training
- Staff wellbeing
- Levelled Literacy Intervention - Teacher Aides
- NCCD training
- Beginning Teachers mentoring
- Mentor Program
- Coaching
- ESCM – Essential Skills for Classroom Management
- Special Education – SERSEN day
- DP collegial day
- Regional Principal's Day
- Mathematics – Problem Solving skills and pedagogy
- Literacy – the Loganholme Way

The proportion of the teaching staff involved in professional development activities during 2017 was 96.2%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	88%	94%

*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 2017 for all Queensland Primary schools was 93%.

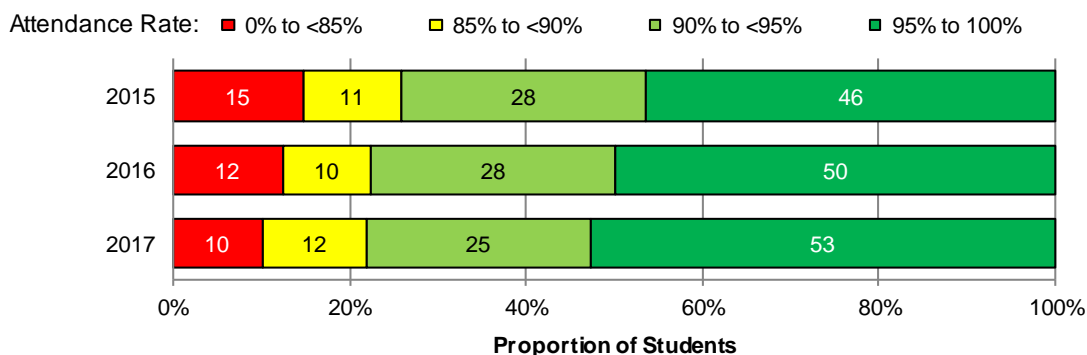
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	92%	93%	94%	92%	93%	92%						
2016	95%	93%	93%	92%	94%	92%	91%						
2017	95%	95%	93%	94%	93%	94%	93%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

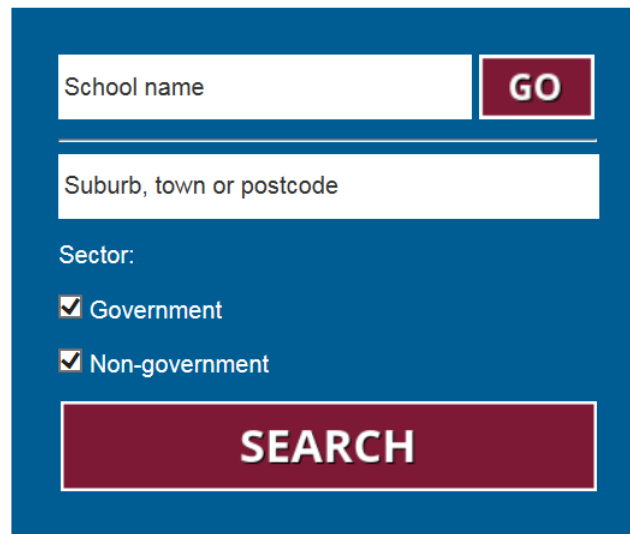
There is a high expectation that students are to attend school every day unless there is a satisfactory reason provided. If a student is away for more than two days, without parent notification, our school will personally contact parents. Attendance is monitored by teachers, parents are contacted if there are any concerns. A sign in and sign out book is kept in the office for parents to sign their children in and out if their arrival and departure is during school times. Roll marking is conducted twice a day, at the beginning of the school day and after lunch.

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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 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.