



# Moranbah East 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

### Purpose

Moranbah East provides our students with a range of learning experiences in a challenging and supportive environment. East School offers an innovative and engaging curriculum to meet the needs of each student. Our teachers deliver the Australian Curriculum with high expectations and engagement. Units of work are planned by teachers and Explicit Instruction is the method by which new content is taught. This is achieved through an uncluttered curriculum designed to accommodate the learning rates and styles of students and embrace the need for flexible approaches to learning. Our students are thinkers, active problem solvers and global participants. We place high expectations on student conduct and the development of social responsibility. We provide students with support and direction so that they can develop their social competence and self-confidence and achieve their full potential. Every staff member at the East School has a commitment to high quality educational and social outcomes for our students. Every staff member takes the responsibility to ensure our students are afforded every opportunity to succeed.

### Values

Moranbah East State School promotes our students to **Be Responsible, Be Respectful, Be Safe** and to **Be Learners**. The Five Keys to Success; Persistence, Resilience, Organisation, Confidence and Getting Along are explicitly taught values. The importance of these five traits is reinforced as they are not only important for school life, but important characteristics for all community members.

### Context

Moranbah East State School is located in the Central Queensland mining township of Moranbah. The school was opened in 1981 and has grown to have 28 classes in 2016. The facilities include a new hall and resource centre, staff centre and learning hub for students with a disability. The school is governed by the gazetted Enrolment Management Plan (EMP), which encompasses the eastern end of the Moranbah township. The catchment area is available on the school website.

At Moranbah East we offer a variety of extra curriculum activities including Junior and Senior Choir, both of whom placed in the Central Highland Eisteddfod, instrumental music program including concert band, an athletics program and representative sport pathways that see a number of our students compete at State titles. Each term selected teachers also run enrichment programs in the areas of numeracy, writing, ICT and Film Making. At Moranbah East we have a strong focus on literacy and numeracy. In every classroom, every day, there is an explicit focus on the teaching of reading, writing, spelling and number concepts. Every day every student works to the best of his or her ability, following our school motto of 'Achieve with Pride'.

# Principal's Foreword

## Introduction

This Annual Report outlines the progress and successes for Moranbah East State School from the 2016 school year. It includes information on:

- Student population
- School opinion survey data
- Community Engagement
- Disciplinary data
- Environmental footprint
- Funding
- Staff profile
- Student performance

### School Progress towards its goals in 2016

2016 Priorities	Progress in 2016
Writing	<ul style="list-style-type: none"> <li>• Master teacher commenced 18 month project with Year 2 and Year 3 classes.</li> <li>• Literacy enhancement teacher employed to target students in the upper two bands of writing/ able and willing writers.</li> <li>• Embedded the whole school Moranbah East Writing Program which had been developed in consultation with staff during 2014.</li> <li>• Staff collectively analysed school data trends and identified <b>punctuation, sentence structure, vocabulary</b> and <b>ideas</b> as focus areas within writing.</li> </ul>
Upper 2 Bands	<ul style="list-style-type: none"> <li>• Students engaged in higher order thinking through the Visible Thinking program.</li> <li>• Enhancement teacher targeted student identified as working in the upper three bands of numeracy and writing (NAPLAN).</li> </ul>
Pedagogy and Professional Development	<ul style="list-style-type: none"> <li>• Master teacher worked with all staff to develop proficiency in high yield teaching strategies.</li> <li>• Watching Others Work program embedded. Teachers identified areas of interest or need, then time and resources were allocated to enable staff to observe others' practice.</li> <li>• Staff trained in Classroom Profiling. Teachers were then profiled by trained staff.</li> <li>• Leadership team provided feedback on the Explicit Instruction teaching practices of all staff.</li> <li>• Leadership team met with classroom teacher to analyse class data sets and set goals for student learning.</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Embedded the Moranbah East Numeracy Program (based on Australian Curriculum expectations).</li> <li>• North Coast Region diagnostics used to target areas of need.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Reviewed the Café model of reading and aligned the program with Australian Curriculum Achievement Standards.</li> <li>• Head of Curriculum modelled the Explicit Instruction process for numeracy lessons.</li> <li>• Teachers supported by HOC during team planning days.</li> <li>• Investing for Success funding used to employ teacher aides to target students at-risk of now meeting year level benchmarks.</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>• Moranbah East State School Spelling Program developed.</li> <li>• Program incorporated the existing Sounds to Letters program and ensure consistency in language and strategies from Prep to Year 6.</li> <li>• Master Teacher completed the project with the Year 2 and Year 3 teaching teams.</li> </ul>

### Future outlook

2017 Strategic Objectives
<ol style="list-style-type: none"> <li>1. Develop staff knowledge of the power of data to target student learning.</li> <li>2. Commitment to a trajectory of improvement for all students using data targets in writing and spelling.</li> <li>3. Engage staff with the National School Improvement Tool (NSIT) to collectively drive school improvement.</li> <li>4. Implementation of developing Annual Performance Development Plans for staff, then linking these to professional development.</li> <li>5. Embed high yield teaching strategies in the teaching of writing.</li> </ol>

## Future Outlook

High Value, High Impact Performance Areas 2017	How will our success look and feel?
<ul style="list-style-type: none"> <li>• Effective use of data that informs and facilitates the Inquiry Cycle model for school improvement</li> <li>• Explicit improvement agenda focus on writing and spelling</li> <li>• School self-assessment using the NSIT and alignment of practice using the nine NSIT domains</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional process prioritises explicit improvement agenda</li> <li>• Explicit teaching is informed by and informs data targets</li> <li>• Explicit school wide targets are communicated</li> <li>• Student individual goal setting is linked to personal data awareness</li> </ul>
Improvement Agenda- <i>Writing, Spelling &amp; Data Literacy</i>	Inclusivity
<p>Writing</p> <ul style="list-style-type: none"> <li>• Target areas of sentence structure, punctuation, vocabulary and ideas</li> <li>• Use of MESS data tool to collect, analyse, prioritise, plan, act and review student learning in writing</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>• Implement MESS Spelling Program from P-6</li> <li>• Align MESS Spelling Program with Australian Curriculum Achievement Standards</li> <li>• Use of MESS data tool to collect, analyse, prioritise, plan, act and review student learning in spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Students' specific learning needs catered for through differentiated classroom programs</li> <li>• Social Justice and Closing the Gap cohorts monitored using OneSchool Class Dashboard</li> </ul>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	712	348	364	22	86%
<b>2015*</b>	644	304	340	27	89%
<b>2016</b>	629	312	317	32	87%

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

Our families are primarily from the mining industry or those occupations that support the mining industry. Our student population is a mix of Australian and European with some families from international backgrounds including Asian and African. Students identifying as indigenous or Torres Strait Islander make up 5% of our population. Moranbah East has a teacher who specifically supports students with a disability. These students are all placed in our mainstream classrooms.

The nature of the mining industry is reflected in the enrolment continuity. Our students and teachers cope capably with the transient nature of our student population.

Parents at Moranbah East have high expectations for their children and the school. They support a common vision to ensure our students investigate, create and inspire.

### 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	24	23	23
Year 4 – Year 7	25	25	23
Year 8 – Year 10			
Year 11 – Year 12			

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

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The *Moranbah East Teaching and Learning Handbook* articulates the school's core values and expectations for teaching and learning. In 2016, the Achievement Standards as defined by the Australian Curriculum and Reporting Authority were the framework for Moranbah East's comprehensive and robust curriculum programs. Teachers plan units collaboratively using the



- MESS Curriculum Framework (Prep – Year 6) incorporating Australian Curriculum requirements for Science, History, Health and Physical Education and The Arts
- MESS Spelling Program (Prep - Year 6)
- MESS Spelling Reference Guide- Short & Long Vowel Sounds
- MESS Spelling Reference Guide- Other Sounds
- MESS Writing Program (Prep – Year 6)
- MESS Writing Reference Guide
- MESS Reading Program
- MESS Numeracy Program (Prep – Year 6)
- MESS Assessment Framework

In 2016, experienced teachers were employed to support classroom teacher and students. These were:

- An additional *Support Teacher: Literacy and Numeracy* (ST:LaN) to support teachers and students from Year 3 – Year 6. The existing ST:LaN targeted staff and students in Prep – Year 2.
- An experienced teacher was placed in a support role for the teaching of reading. The targeted teachers included graduate/beginning teachers and teachers who identified the teaching of reading in their professional learning plans.
- An experienced teacher was employed to coordinate an enhancement program (writing and numeracy) for students identified as willing and able.
- Trained teacher aides were employed to support students requiring additional support to achieve school benchmarks for reading.

## Co-curricular Activities

Moranbah East State School is recognised in the community for its promotion of The Arts and sporting endeavours. Students participate in a number of activities during and after school. These included:

- Choir (Senior, Junior and in Semester 2, Prep Choir). The Senior and Junior choirs performed at Eisteddfods, community events and showcase afternoons.
- School Musical 'What a Knight'
- Instrumental program for students in Year 4 and above. Senior band competed at the Mackay Eisteddfod
- Visit by the Queensland Youth Orchestra
- Instrumental students selected to participate in the State Honours Ensemble Program (SHEP) in Mackay
- Instrumental students attended the Mackay instrumental camp
- Central Highlands and Capricornia representative sporting trials (10-12 year olds)
- Regional Shield (Rugby League and Netball) carnival for Central Queensland Region State Schools
- Book Week including dress up parade for Prep- Year 6
- Dads Read annual communicating the important role of fathers in promoting reading
- Year 4 (Camp Fairbairn Outdoor Education Centre), Year 5 (Capricorn Caves) and Year 6 (Canberra & Sydney)camps
- All Year 6 students attend the Year 7 transition program at Moranbah State High School
- All students access the Life Education program
- True Relationships and Reproductive Health is offered for all Year 5 and Year 6 students
- All students access Arts Council performances from Nexus Arts

## How Information and Communication Technologies are used to Assist Learning

### Working Digitally

Digital technologies are incorporated into design and technology, history and geography curriculum units. The school has a dedicated computer lab that all classes access on a weekly basis. A second laptop lab is available for classes to book as required. The school set up kits of iPads for access across the whole school and a set of iPads was assigned for use to support students with a disability. All classrooms had either an interactive whiteboard or a data projector used in everyday teaching.

### Developing Professionals

PD sessions hosted by local schools were available to all teachers. A number of teachers completed online STEM courses through the Learning Place eLearning opportunities.

### Enabling Learners

ICT was integrated into all units of work in differing contexts, with most students accessing online learning in a range of formats. All students were provided access to Mathletics. Early years learners engaged in robotics programs using BeeBots and Lego robotics. All ICTs are maintained by a school funded ICT support officer.

## Social Climate

### Overview

The Moranbah East State School community believes:

1. In the development of respect for the safety and well-being of all its members;
2. In respecting the right of teachers and students to teach and learn to reach their potential; and
3. All members of the school community should feel safe and valued in respecting the traditions of the school, state and nation.

This is achieved through:

- provision of quality curriculum programs that respond to the needs of all and fosters full participation;
- promotion and fostering of socially acceptable patterns of behaviours that are non-discriminatory, non-violent and equitable;
- a weekly focus on one of our school rules (**Be a Learner, Be Respectful, Be Safe, Be Responsible**), or, one of the 5 Keys to Success (**Persistence, Organisation, Resilience, Confidence and Get Along**)
- recognition of students' efforts in upholding our rules and Keys
- fostering and developing a sense of pride throughout the entire school community;
- the development by students, of the responsibility for their own actions; and
- continual reflection and self-monitoring.

All areas of Moranbah East State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Throughout our school plan, shared expectations for student behaviour are explicit to all members of the school community. This assists Moranbah East State School to create and maintain a positive and productive learning and teaching environment, where all community members have clear and consistent expectations and understandings of their role in the educational process.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	84%	93%	94%
this is a good school (S2035)	90%	93%	96%
their child likes being at this school* (S2001)	96%	94%	98%
their child feels safe at this school* (S2002)	94%	99%	98%
their child's learning needs are being met at this school* (S2003)	86%	89%	90%
their child is making good progress at this school* (S2004)	84%	92%	92%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	88%	96%
teachers at this school motivate their child to learn* (S2007)	90%	88%	98%
teachers at this school treat students fairly* (S2008)	90%	90%	98%
they can talk to their child's teachers about their concerns* (S2009)	96%	94%	100%
this school works with them to support their child's learning* (S2010)	90%	92%	94%
this school takes parents' opinions seriously* (S2011)	85%	90%	92%
student behaviour is well managed at this school* (S2012)	84%	90%	92%
this school looks for ways to improve* (S2013)	91%	94%	90%
this school is well maintained* (S2014)	88%	93%	92%

#### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	99%	98%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they like being at their school* (S2036)	98%	94%	96%
they feel safe at their school* (S2037)	98%	96%	92%
their teachers motivate them to learn* (S2038)	100%	97%	98%
their teachers expect them to do their best* (S2039)	99%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	98%	97%
teachers treat students fairly at their school* (S2041)	95%	96%	92%
they can talk to their teachers about their concerns* (S2042)	93%	90%	92%
their school takes students' opinions seriously* (S2043)	92%	94%	90%
student behaviour is well managed at their school* (S2044)	86%	91%	89%
their school looks for ways to improve* (S2045)	96%	97%	97%
their school is well maintained* (S2046)	99%	96%	97%
their school gives them opportunities to do interesting things* (S2047)	97%	94%	95%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	92%	98%	94%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	80%	88%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	84%	79%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	98%	97%
student behaviour is well managed at their school (S2074)	84%	90%	97%
staff are well supported at their school (S2075)	79%	83%	89%
their school takes staff opinions seriously (S2076)	73%	85%	89%
their school looks for ways to improve (S2077)	96%	88%	97%
their school is well maintained (S2078)	75%	92%	88%
their school gives them opportunities to do interesting things (S2079)	82%	88%	83%

\* 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

#### Involving parents in their child's education

Partnerships built with parents at Moranbah East State School are an essential aspect of the school culture.

Parent's involvement in their child's education is actively encouraged by:

- our school's open door policy enabling access to class teachers and school administration team;
- working as support within the classroom program eg reading, changing home reading books, attending excursions;
- invitations to parent information evenings and workshops;
- attending celebrations of student achievement eg parade, awards parade, open classrooms (Celebration of Learning), class culminating activities;
- regularly communicating between class teacher and parents either face to face, by phone or by weekly parent email updates;

- weekly school newsletters and promoting student achievements on the school's Facebook page;
- regularly reporting student progress to parents via written reports and parent teacher interviews;
- attending school functions eg school disco, athletics carnival, swimming carnivals;
- volunteering time in various areas of the school eg library, resource making;
- consultation with parents in the development of Individual Curriculum Programs, Individual Education Plans, Behaviour Plans and Health Plans; and
- becoming members of the PandC and supporting them eg tuckshop volunteers, uniform shop, and fundraising.

## Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. Moranbah East State School has incorporated the Australian Curriculum requirements for Health and Physical Education and teaches explicitly respectful relationships as part of the Personal, Social and Community Health strand. This strand is taught at the commencement of each semester and covers the following content:

- demonstrate protective behaviours *and other actions* that help keep themselves safe and healthy
- social skills to interact *positively* with others
- describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe
- reflect on how valuing diversity positively influences the wellbeing of the community

Students from Prep – Year 6 participated in the *Life Education* program. Year 5 and Year 6 classes also participated in lessons presented by *True Relationship and Reproductive Health*. Weekly lessons on individual school rules or one of the Five Keys also enable students to develop their understanding of being respectful of others, getting along and being resilient.

## 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	16	4	9
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

Moranbah East State School had air-conditioning upgrades completed in June 2016. All classrooms now have air conditioners rather than the previous evaporative cooling units. This resulted in an increase in power consumption.

Our school, with the support of Isaac Regional Council, utilises the town's treated recycled water to irrigate the grounds using programmed pop-up sprinklers. This enables the school to maintain the gardens and grounds year round without using drinking water to irrigate.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	205,215	0
2014-2015	204,374	
2015-2016	216,742	

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

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Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	45	28	0
Full-time Equivalents	42	18	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	41
Diploma	0
Certificate	0

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

\*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 \$22 564.

The major professional development initiatives are as follows:

- Leadership Lounge (Moranbah Schools Alliance)
- Explicit Instruction training
- NAPLAN writing training
- Leadership Team training- Problem of Practice
- Master Teacher training
- Master Teacher professional learning community
- Mentoring Beginning teachers training for mentors
- Moderation
- Watching Others Work
- Sue Larkey- Working with students with autism
- Indigenous with Selwyn Button- ADG Indigenous Education
- CPR for identified staff
- Austswim refresher
- Classroom Profiling
- Data collection and analysis
- Central Queensland Principals' Conference
- QASSP conference
- Prep reading and writing
- BSM Leadership training
- Grounds officer training
- Cleaners' training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2016.

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	88%	91%

\*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%.

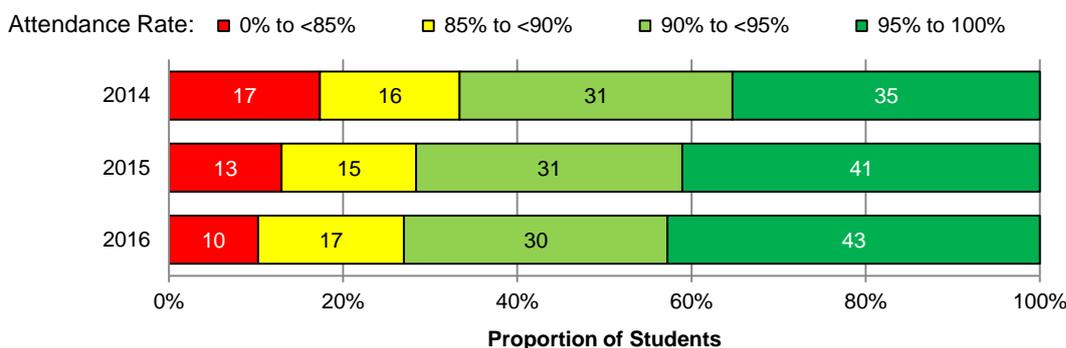
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	91%	91%	91%	91%	92%	91%	91%					
2015	91%	92%	93%	93%	92%	92%	93%						
2016	92%	92%	93%	92%	93%	92%	93%						

\*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 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.

The value of regular attendance was promoted using Every Day Counts resources through newsletters and promotion on parade. Students received 100% attendance certificates in recognition of term, semester and year attendance records.

Roll marking occurs electronically twice daily, at the commencement of the school day at 8:30am and at the commencement of the last session of the day at 1:45pm. During the first three terms of 2016, unexplained absences were followed up via a phone call after the third day of absence. From Term 4 of 2016, Same Day Absence Notifications commenced and all unexplained absences were followed up on the morning of the absence. If no response was received, a phone call was made to the primary caregiver. Any remaining unexplained absences were followed up with a written letter.

## 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.

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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.