



Rochedale State School



ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Rochedale State School is a co-educational State School situated on the south-eastern outskirts of Brisbane, nestled in semi-rural surroundings a mere ten minutes from the city centre. Servicing the needs of students from the local area and surrounding suburbs, our school has a current enrolment of approximately 960 students. Rochedale State School has established an outstanding reputation as a leader in the education of students within the local community. Our mission is to ensure that Rochedale State School, as part of the global community, is committed to developing active, compassionate and lifelong learners. Central to the philosophy of our school is the development of inquiring, knowledgeable and caring young citizens who respect their own and other cultures. The commitment of the Rochedale State School community to this philosophy saw our school become an accredited member of the prestigious International Baccalaureate Organization's Primary Years Program in 2010. Rochedale is the first, and only, state primary school in Queensland to offer this program, with all other Queensland International Baccalaureate schools being private schools. This program has helped further develop and reinforce the positive school environment found at Rochedale which is underpinned by our IB Learner Profile attributes. At Rochedale State School, the focus is on each child as an individual. We value an inquiry-based curriculum which reflects real life experiences in meaningful contexts. Through these contexts and community partnerships, students develop the attributes of a life-long learner. Furthermore, the progress of each student at Rochedale State School, in the areas of Literacy and Numeracy, is not only monitored by each class teacher every term, each individual's results are reviewed by our Principal. Not only does this provide important feedback to students and parents, it also assists teachers to develop teaching programs to suit the needs of every student. A whole school approach to improving reading and comprehension skills has contributed to the excellent results achieved by our students. With the slogan, 'Every child, every night, reads', Rochedale has highlighted the importance of reading, and motivated the students to fulfil the aim of our motto. The introduction of our own superhero – Captain Readit – has enthused our younger students into becoming avid readers. Such is the value placed on reading, every child, has a personal reading goal which is reviewed every five weeks. Our focus for providing academic support to students is not just focussed on students with diverse needs, but also on the extension of students who are high achievers. At Rochedale, we take a holistic approach to the education of our students, with the academic, sporting and cultural facets of education being focussed on. To this end, the students participate in a variety of academic activities, competing in external academic competitions, OptiMind Challenges to name a couple. Rochedale State School has both a Junior and Senior band which have been successful in achieving awards and accolades for their performances. Our growing 'Strings' program, as well as Junior and Senior choirs, reflect the value placed on the creative arts. Sporting opportunities are also fundamental to our school's curriculum. With impressive facilities such as three oval areas backed by bushland, a swimming pool, cricket practice nets, floodlit tennis and netball courts, a dedicated gymnasium, basketball court, softball court and adventure playgrounds, the needs of our students are well catered for. In addition, students compete in a range of interschool sports throughout the year. At Rochedale we pride ourselves on the close community ties we have developed. An extremely supportive Parent body and P & C association have seen our fully air-conditioned school modernised and the learning environment of our students truly enhanced. Our open-door policy has seen Rochedale State School develop close ties with the broader community. With our focus on the whole child and the development of each individual in all areas of the curriculum to produce a life-long, internationally minded learner, we proudly hold on to our school motto, 'Always Our Best'.

Principal's Forward

Introduction

Every year, State Schools across Queensland issue an Annual Report outlining the achievements of the previous year.

This report identifies the growth, development and performance of Rochedale State School in 2016. It provides insights into our school's improvement agenda, program development, teaching and learning improvements, community partnerships and the goals and standards achieved by every student. Our community is extremely proud of the standards being attained by our students in all key learning areas in all year levels. In partnership with our community, Rochedale State School, as a part of the global community, is committed to developing active, compassionate and lifelong learners. Integral to our philosophy is the development of inquiring, knowledgeable and caring young citizens who respect their own and other cultures. In addition, the school and community are focused on ensuring our students live and breathe our motto, 'Always our Best', in their academic, sporting, social and cultural endeavours.

On behalf of the school staff, I would like to say we are very proud of the achievements of Rochedale State School, our students and parent/community perspectives as outlined in this report. We plan to maintain our commitment towards continual improvement and look forward to even greater success in 2017.

Keith GRAHAM
Principal

School Progress towards its goals in 2016

2016 was a year of change and consolidation here at Rochedale. Significantly we created the POSITION of PYP Co-ordinator in line with IB requirements and used our school's IPS status to strategically recruit PYP experienced teachers into substantive staff vacancies. Our school had previously undergone a curriculum review and an IB review and using this data and others, through the Quadrennial School Review Process, we wrote our school's four year Strategic Plan. Key components of this plan included:

- A revamp of our curriculum Program of Inquiry
- Re-looking at our Reading process to continue to lift reading outcomes
- Increased support for all students needing support including extension of their school work
- Positioning the school to successfully pass our next IB review in 2018.

While the day to day teaching and learning, supplemented by many diverse extra-curricular opportunities provide an excellent platform for student growth, there have been some particular initiatives which have been strategically positioned within our school to further our improvement agenda. These include:

- A Curriculum Council with a focus on curriculum leadership and direction
- The creation of Learning Leaders for each year level to place a focus on data and informed teaching
- Weekly PD for all staff
- Reading, ICT and PYP Coaches
- Teacher and administration data discussions each term
- Continued development of our inquiry based pedagogical framework
- Development of updates school wide curriculum programs
- Learning goals and strategies for all students
- Continued embedding of IB and the IB language and actions in all facets of our school

Our specific improvement agenda for 2016 was:

To improve outcomes for all students, in particular we aimed to achieve

1. 97% of Year 5 students above NMS across all NAPLAN domains
2. 55% of students in U2Bs for Reading in Year 5

3. 50% of students in U2Bs for Reading in Year 3
4. 50% of students in U2Bs for Spelling in Years 3 and 5
5. 50% of students in U2Bs for Numeracy in Years 3 and 5

We achieved all of our Year 3 goals and continue to work on our Year 5 targets.

Future Outlook

In 2017, Rochedale will continue to use the school data and progress made in our Four Year Plan and IB Review to inform our Annual Implementation Plan for 2017. We will continue to develop our position as an IPS school and use this increased local autonomy to drive our improvement agenda.

Our goals for next year and beyond include:

- Reframing our reading programs to ensure better support and tracking of student progress while improve classroom practices. Focus on deeper reading knowledge and higher order reading skills
- School Council visioning for our school – where will Rochedale be situated in 10 years?
- Continue to respond to IB Review action plan and prepare for 2018 review
- Continue to implement and embed the IB Primary Years Program and the associated philosophy as the school's key curriculum framework underpinned by an inquiry model
- Recommence roll out of future ACARA subjects and support staff with implementation
- Develop initiatives to improve the performance of all students incorporating differentiation and a new service delivery model for support
- Support and grow the Performing Arts program of our school
- Continue to develop and market our school's positive image and reputation within the community both locally and internationally
- Redefine our enrolment procedures in line with our new enrolment management plan

Our specific improvement agenda for 2017 is;

Improving outcomes for all students in Reading, Spelling and Number

Our 2017 targets include:

- Year 5 Reading – 50% in U2Bs
- Year 5 Spelling – 40% in U2Bs
- Year 3 Reading – 65% in U2Bs
- Year 3 Writing – 65% in U2Bs

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	973	496	477	23	98%
2015*	926	474	452	20	98%
2016	968	495	473	19	98%

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

Rochedale State School is a co-educational school which caters for children from many and varied backgrounds, ability levels and cultures. Situated on Rochedale Road, our school is surrounded by farms and large estates providing a quiet rural setting within Brisbane City. Much of this land is now being redeveloped for new housing estates and our catchment area is responding to the growing housing estates. While traditionally over 90% of students who attend the school did not live in the immediate catchment area, this is changing rapidly with more children moving into the new housing areas in catchment. Many of our new catchment families have an international background with students of Asian, and particularly South Korean, heritage making up a large proportion of new enrolments. The school's enrolment demand has steadily climbed over the past five years and demand for placements far outstrips our capacity. Even with the loss of Year 7 our school is on target to remain at around 960 students in 2017 which is our full capacity. The school is enrolment managed and priority for enrolments is given to children within our catchment and siblings of current students. Parents have high expectations of our school in regards to their children's learning and behaviour and their support of our school through the P&C and other avenues is very high and passionate.

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	23	25	24
Year 4 – Year 7	27	27	27
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

Rochedale State School is authorized to offer the International Baccalaureate Organization's Primary Years Program that is globally orientated. This framework is student centered, is underpinned by inquiry and has an emphasis on the deeper concepts behind learning and not just the surface content. We are the only state primary school in Queensland to offer this program. Our curriculum aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Each year level offers transdisciplinary inquiry units built around six organizers: Who We Are; Where We Are in Place and Time; How We Express Ourselves; How the World Works; How We Organize Ourselves; Sharing the Planet. The National curriculum in English, Mathematics, Science, History and Geography is incorporated in the units of inquiry in tandem with the Queensland Essential Learnings in the key learning areas of: Technology, The Arts, Health and Physical Education and Languages Other Than English.

Rochedale offers two different languages other than English from Year 1. Students study either French or Chinese (Mandarin) depending on their year of enrolment. All Year 1 students in 2016 studied Mandarin which will continue through to Year 6. In 2017 the beginning LOTE Year 1 cohort will study French.

School Assessment is in line with EQ expectations. Parents are reported to on student progress four times a year with oral interviews offered at the end of Terms 1 and 3, and written reports sent home at the end of Terms 2 and 4.

Co-curricular Activities

Our students are able to participate in a wide range of extra-curricular activities designed to support and extend the students in every field of endeavour. Many of these activities require the assistance and involvement of a range of community groups and organisations. These activities include, but are not limited to:

- External competitions in Mathematics, English and Science.
- Opti – minds, Maths Olympiad, Maths Teams Challenge
- Senior and Junior Choir
- Instrumental music lessons including, woodwind, brass, percussion and strings.
- Keyboarding and guitar.
- Music, Acting and Dance (MAD) performance training
- Swimming including - learn to swim; squad training; swimming club.
- Sporting clubs including netball, AFL, basketball and tennis
- Camping program - Year 4 and 6

School special events including: Chinese New Year; Under 8s' Day, School music concerts; MAD (Music, Acting and Dance) performances; School Fete; Walk-a-thon; Rochedale Challenge; Rochedale Showcase

How Information and Communication Technologies are used to Assist Learning

- The P&C invested over \$100 000 into school technology throughout 2015. This money was spent to ensure every classroom has a minimum of a computer pod of 6 computers.
- In addition to the computer pods there are class sets of laptops for use and 28 computers in a specialised computer lab.
- In 2015 Rochedale hired an ICT teacher Coach whose role is to help other teachers integrate ICTS as part of their daily program. This program has proved successful for staff and has continued in 2016.
- Interactive white boards are used in every classroom across our school and are being progressively updated
- iPads and laptops are available to all year levels and are used in many classrooms
- The internet is used extensively for research and learning, with teachers using a multitude of web based learning sites to increase mathematics, reading and spelling skills. Wireless internet connections have been provided in a number of general learning spaces and the Resource Centre (Library)
- Many classrooms use emails to communicate with each other and home and several classrooms are using virtual classrooms for homework and communication with families.
- Publishing software; Kids Pix; Word; PowerPoint etc.; are extensively used in all classrooms.
- Digital and video cameras are used throughout the school.

Our school web pages provide a snapshot of our school and examples of our children's work for not only our local community, but world-wide. This page was upgraded at the end of 2015 to align with the QSchools app and has been brought into line with acceptable EQ page format.

ICTs are seen as a skill underpinning many subject areas and are taught in an integrated way as opposed to a stand-alone subject with skills taught in isolation.

Social Climate

Overview

Rochedale State School caters for children from many and varied backgrounds, ability levels and cultures. We cater for all students within our catchment area and offer learning within a global context ensuring our students are well placed to be global citizens of the future.

Our school provides a number of services and strategies to enhance the well-being of our student population.

- Learner Profile; Caring, Knowledgeable, Open Minded, Inquirer, Risk Taker, Balanced, Communicator, Thinker, Principled and Reflective. These attributes of life-long learners are embedded in our units of inquiry.
- School Chaplain
- Kids Hope - a World Vision Program offered by a local church.
- Student Council
- Support Teacher Literacy and Numeracy
- Special Education Program Teacher
- Guidance Officer
- Visiting specialist teachers to support children with needs in behaviour, hearing, vision etc
- Before and After school care. Vacation Care
- Transition to Prep program

Our school's IB philosophy underpins our school learning and provides an accepting and tolerant learning environment for everyone within our school community. Professionalism and respect are the key stones of our school.

Parent and student satisfaction with our school is 90% plus across all aspects of the survey with 100% of students surveyed in 2016 indicating they feel safe at our school.

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)	99%	99%	97%
this is a good school (S2035)	100%	96%	96%
their child likes being at this school* (S2001)	100%	96%	98%
their child feels safe at this school* (S2002)	100%	98%	97%
their child's learning needs are being met at this school* (S2003)	99%	92%	97%
their child is making good progress at this school* (S2004)	98%	93%	94%
teachers at this school expect their child to do his or her best* (S2005)	99%	99%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	97%	94%
teachers at this school motivate their child to learn* (S2007)	97%	94%	94%
teachers at this school treat students fairly* (S2008)	97%	97%	94%
they can talk to their child's teachers about their concerns* (S2009)	96%	98%	94%
this school works with them to support their child's learning* (S2010)	96%	97%	96%
this school takes parents' opinions seriously* (S2011)	92%	94%	90%
student behaviour is well managed at this school* (S2012)	100%	94%	92%
this school looks for ways to improve* (S2013)	98%	98%	98%
this school is well maintained* (S2014)	97%	97%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	98%	97%
they like being at their school* (S2036)	98%	100%	94%
they feel safe at their school* (S2037)	96%	99%	100%
their teachers motivate them to learn* (S2038)	97%	100%	98%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	95%	98%	97%
teachers treat students fairly at their school* (S2041)	93%	95%	96%
they can talk to their teachers about their concerns* (S2042)	94%	95%	92%
their school takes students' opinions seriously* (S2043)	93%	98%	92%
student behaviour is well managed at their school* (S2044)	89%	96%	93%
their school looks for ways to improve* (S2045)	99%	100%	95%
their school is well maintained* (S2046)	98%	99%	97%
their school gives them opportunities to do interesting things* (S2047)	97%	99%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	98%
they feel that their school is a safe place in which to work (S2070)	96%	96%	100%
they receive useful feedback about their work at their school (S2071)	92%	92%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	84%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	100%
student behaviour is well managed at their school (S2074)	94%	96%	98%
staff are well supported at their school (S2075)	94%	90%	86%
their school takes staff opinions seriously (S2076)	96%	91%	81%
their school looks for ways to improve (S2077)	98%	98%	95%
their school is well maintained (S2078)	100%	98%	98%
their school gives them opportunities to do interesting things (S2079)	92%	85%	86%

* 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

Rosedale State School has an 'Open Door' policy and welcomes parent involvement with the school and their child's education. At the beginning of the year a Parent -Teacher afternoon is held where the teacher gives an overview of the curriculum for the year, the organisation of the class is discussed, procedures explained and parents are informed of excursions etc. Formal Parent - Teacher interviews are held in Term One and Term Three where the academic and social development of each student is discussed. Teachers are happy to meet with parents at other mutually agreed upon times during the year.

Other avenues for parent involvement include:

- P&C Association: Rosedale State School has an extremely active and supportive Parents and Citizens Association which always welcomes new members. Through our P&C we raise much needed funds for equipment, resources and computers and major projects like our annual Fete are big money raisers. The P&C is consulted on important school decisions and supports the school principal and teachers in building a positive school culture.
- Tuckshop/Uniform Shop and ROSHCA are all subcommittees of the P&C and the school is always looking for volunteers to keep these valuable services running.
- Classroom Helpers: Many parents volunteer their time as classroom helpers, either directly through their child's teacher or through one of the programs we run to assist children with learning difficulties.
- A parent rep and P&C rep also sit on our School Council providing a community perspective to this strategic body.
- Celebrations: Parents are always included in our celebration of student learning with many school and classroom special events during the year
- Children with special needs are supported through our Learning Support or Special Education programs. When significant adjustments are made to these students' programs parents are consulted and participate in this decision making process to ensure children have full access to school activities.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These include offering sessions to parents and families on cyber safety and puberty and adolescent development. Our GO and Chaplin provide the hub of our pastoral care while each classroom teacher explicitly teaches skills around identifying and reporting unsafe actions. Additionally teachers are regularly trained in the Child Safety processes and are continually informed about their responsibilities to report any suspicion of student harm.

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	6	4	3
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

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

The increase in electricity use and total charge from 2012 -2013 to 2013 - 2014 is not a reflection of ineffective school programs, but rather an increase in cost of living/inflation, the installation of air conditioning across all school facilities, increased technology use in classrooms and an increase in school size leading to more classrooms being used – 890 to 960 students over 5 years. That said we have worked hard at reducing our environmental footprint and even though our school continues to grow we have reduced our water consumption for the 2015/16 year. The school is looking to replace traditional lights with LED lights which are much more environmentally friendly and we have worked to reduce our water consumption with the extensive installation of water tanks. Students are involved in a Waste Warrior program which targets reducing rubbish required for landfill and next year will introduce a school wide recycling program.

Other programs to help reduce the school's environmental footprint include:

- Solar panels on building roof linked into our power system
- Turning off lights, computers etc when not in use
- Shut off times and set temperatures for air-conditioners.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	342,897	4,777
2014-2015	330,133	2,956
2015-2016	388,031	1,622

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.

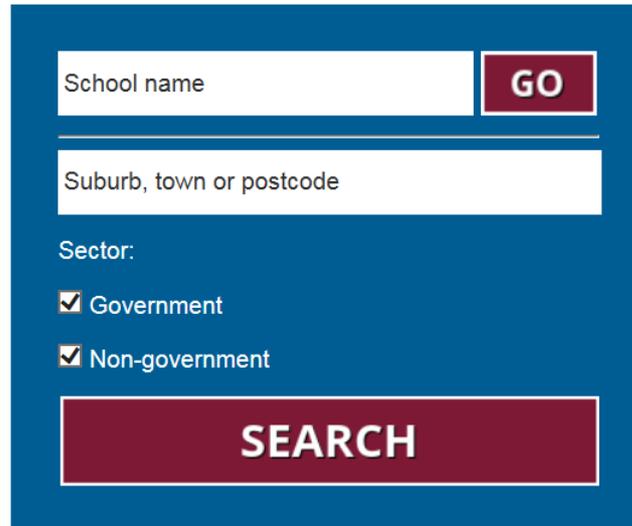
School Funding

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



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled '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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	66	26	<5
Full-time Equivalents	56	18	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	8
Bachelor degree	50
Diploma	4
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 \$60 318.47.

The major professional development initiatives are as follows:

- Teaching of Reading
- Maths problem solving
- IBO Conceptual learning
- IT and IT pedagogy
- Writing moderation
- Assessment and reporting
- Team planning 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.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% 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).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	93%	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%.

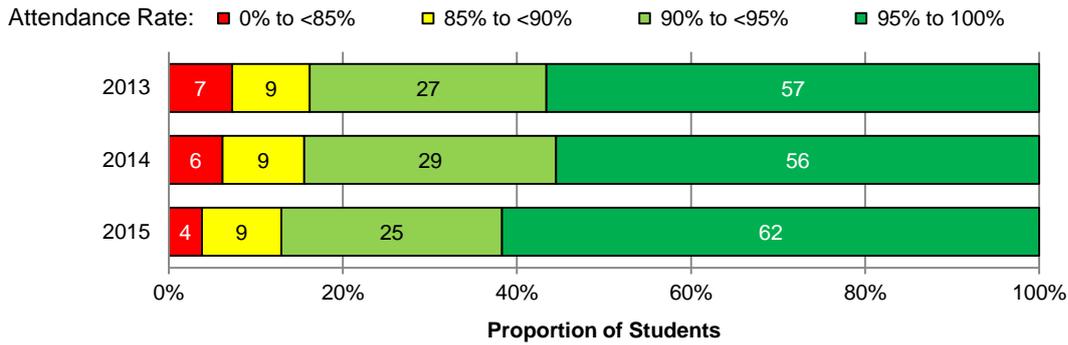
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	93%	94%	95%	96%	95%	95%	93%					
2015	95%	94%	93%	95%	95%	96%	95%						
2016	95%	96%	95%	95%	96%	96%	95%						

*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.

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

After a period of three days unexplained absence the school makes contact with the family. Attendance is then monitored by class teacher and Admin and any future absences followed up. If a child continues to be absent from school we try to work with the family and support agencies to ensure the child returns. In these cases the required notification to authorities is made and the formal department procedures are also enacted.

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

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.

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