



Mundubbera 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

Contact Information

| | |
|-----------------|---|
| Postal address: | 57 Bunce Street Mundubbera 4626 |
| Phone: | (07) 4165 5333 |
| Fax: | (07) 4165 5300 |
| Email: | principal@mundubbess.eq.edu.au |
| Webpages: | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website. |
| Contact Person: | Mr Peter Townsend - Principal |

School Overview

Mundubbera State School offers students an opportunity to take part in continuity of education from Prep through to Year 10. Our very committed and child centred staff review practice to ensure a seamless pathway for individual students throughout these 11 years of schooling. Opportunities for a primary and secondary interchange are embedded as an ongoing process. The seamless transition into Junior Secondary (7-9) continues to be part of our strategic direction in 2016.

Our school received positive acknowledgement through the Australian Newspaper this year, being named the second most improved secondary school in Australia (Year 7-9) in NAPLAN improvement over the years 2013-2015 and within the Top 24 Queensland schools for improvement (Year 3-5) in 2016. Our first year as a Registered Training Organisation (RTO) resulted in one hundred percent (100%) of our VETiS students achieving certification.

Our enrolment numbers ensure that students are readily identified by staff and curriculum offerings are broad enough to cater to individual needs.

A very strong feature of this school is the close and positive student/teacher relationships. This is reflected in the school's Vision, Values and our Mission statement.

Vision

Opportunities to learn in a community focused on wellbeing of every person, every day.

Values

Engaged, Committed & Supportive.

Mission

- 1. Inspire lifelong learners who apply their knowledge and skills to achieve personal success.**
- 2. Enhance positive wellbeing by working with integrity, inclusivity, grit and resilience.**
- 3. Communicate, collaborate and contribute to local and global communities.**

We are also proud that our students are motivated to have a say in the development of their School through their student council. Students are proud to attend Mundubbera State P-10.

We ensure that students are also given the opportunities available to 21st century schools. These include the interaction with the newest technologies to help promote creativity, innovation and interest in future technology.

Our expectations are high and are such that students should be responsible for their own actions. We pride ourselves on students engaging in community projects and support groups.

Our Special Education Program supports children with disabilities, in mainstream classes & offline.

Copies of this Report are available at the School office and in the parent's Foyer

Principal's Forward

Introduction

This Report aims to present data regarding the School's student and staff profile, the achievements of the School, curriculum offerings, student achievement and perceptions about the School.

School Progress towards its goals in 2016

Writing – Strategies & Actions

- Staff meeting time (2 per term, Semester 1) for staff to interrogate their individual data & set targets for particular cohorts & individual students utilising CQ3S - **COMPLETED**
- Agree on regularity of writing, frequency of correction, feedback and analysis of errors- **ONGOING**
- Implementation of writing strategies moving knowledge from short to long term memory - **ONGOING**
- Facilitate process for internal & external moderation of student writing samples - **ONGOING**
- Raise awareness of writing by showcasing student work in the public domain - **COMPLETED**
- Update data plan yearly indicating relevant testing mechanisms and targets - **COMPLETED**
- In-service of staff using the CQ3S data modelling software – **COMPLETED**

Numeracy - Strategies & Actions

- Inclusion of Maths specialist to coach, provide feedback and assistance - **COMPLETED**
- Whole school Numeracy Plan completed and enacted - **COMPLETED**
- Partner with Dr Harry Kanasa to complete Longitudinal study of NAPLAN Numeracy improvement - **ONGOING**
- Professional Development of Nudge Theory for Schools with Dr Gary MacLennan & Ian Mackie. Implement 2 Numeracy pedagogy suggestions into whole school Numeracy agenda - **COMPLETED**
- School mathematics review- numeracy, curriculum, pedagogy, proficiencies, C2C - **ONGOING**
- Teacher observation of peers, targeting mathematical fluency teaching - **BEGINNING**
- Tracking 'Proficiency Strand' attached to whole school plan – **NOT STARTED**
- Staff complete 'How to Teach Mathematics' modules on the Learning Place - **ONGOING**
- Utilise School based data to provide individualised support for all students - **ONGOING**
- Raise profile of advanced maths program and move program into primary - **ONGOING**
- Publicise 'Maths is Fun' to re-culture mathematical Teaching & Learning - **COMPLETE**
- Increased interaction with P-12 Numeracy indicators - **COMPLETE**
- Provide challenging learning experiences that develop Maths & Numeracy - **ONGOING**

Goal Achievement

| | | | | | | | | |
|-------------------------------|--------------|----------------------------|----------------|-------------------------|----------------|----------------------------|--------------|----------------------------|
| LOA A or B | 40% Maths | 29.6% | 35% English | 26.4% | 45% Science | 30.1% | | |
| LOA C or above | 91% Maths | 88.5% | 82% English | 81.8% | 90% Science | 88.9% | | |
| NAPLAN NMS | 97% Writing | | 97% Numeracy | | 97% Reading | | | |
| 3 | | 100% | | 100% | | 94.1% | | |
| 5 | | 100% | | 100% | | 75% | | |
| 7 | | 89.5% | | 100% | | 84.2% | | |
| 9 | | 72.7% | | 100% | | 90% | | |
| NAPLAN U2B | 20% Writing | | 20% Numeracy | | | | | |
| 3 | | 41.2% | | 41.2% | | | | |
| 5 | | 0% | | 15.5% | | | | |
| 7 | | 0% | | 21.1% | | | | |
| 9 | | 18.2% | | 10% | | | | |
| Sight Word Targets | 95% Yr.3 | 95% 500 words | 95% Yr.2 | 80% 350 words | 70% Yr.1 | 75% 230 words | 20% Preps | 43% 100 words |
| SEAPART 5 | 65% Preps | 90% (19/21) | | | | | | |
| Certificate attainment | | | | | | | | |
| Cert II Rural Ops | 100% | 4/4 | 100% | | | | | |
| Cert I Agrifood | 100% | 2/2 | 100% | | | | | |
| Cert I Business | 100% | 4/4 | 100% | | | | | |
| Cert I ICT | 100% | 4/4 | 100% | | | | | |

Future Outlook

Writing

- Seven Steps Writing program resources to implement agreed writing processes into classes.
- Staff meetings devoted to writing marking each term.
- 10 Point marking criteria revisit and update 1. Teacher and 2. Student friendly criteria
- Blind marking protocols implemented into staff marking of writing. Teachers to share their own cohort with other teachers.
- Liaise with District office to build moderation process facilitated by PEAC.
- 'A' exemplar provisioned as part of Assessment package for writing assessment.

Numeracy

- Utilise CQ3S Term 2 and Term 4 for Resit and Plan
- Extend Secondary plan of acceleration into highflyers in Primary school
- Students identified and processed for ICP's in mathematics
- Attend with primary and secondary delegate & principal to Community of Practice
- Each Mathematics teacher provisioned with 1-day planning time working with Mathematical Scope & Sequence
- Whole School Numeracy Plan completed - begin with Number

Wellbeing

- Case work with Resilience Australia and development of school wellbeing plan
- Continue to look for best practice in the delivery of Positive Education in Year 7
- Engage Professional Development for Term 3 for staff wellbeing. Fish Philosophy or other
- Teach New HOD principles of Appreciative Inquiry for meeting protocols
- Try new Positive Psychology Intervention every month and re-engage with older PPI for familiarity

Goals

- A or B 30% Maths, 28% English 35% Science
- C or above 90% Maths, 82% English 90% Science
- NAPLAN NMS 97% Writing 97% Numeracy
- NAPLAN U2B 20% Writing 22% Numeracy

Our School at a Glance

School Profile

| | |
|--|---------------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2016: | Early Childhood - Year 10 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 242 | 130 | 112 | 20 | 95% |
| 2015* | 241 | 128 | 113 | 23 | 93% |
| 2016 | 234 | 119 | 115 | 24 | 92% |

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

The School community has been assigned a Low Socio-Economic Index Score of 952. This Index places 44% of our families in the lowest Socio-Economic quartile, 30% in the next quartile, only 18% in the second top quartile, and 8% in the top quartile. 8% of our students were indigenous, and we also have 9% of students of Tongan background.

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 | 17 | 23 | 22 |
| Year 4 – Year 7 | 22 | 21 | 23 |
| Year 8 – Year 10 | 18 | 17 | 16 |
| 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

Mundubbera State P-10 provides quality teaching and learning programs developed locally and offers additional experiences through the School Camp program, Arts Councils, academic competitions, unique sporting opportunities and various community-based activities. The School seeks to provide a continuous and seamless program from Primary to Secondary.

The Curriculum provides opportunities for every child to achieve in the key learning areas of:

- English
- Mathematics (Non-graded Year 7 - 10 groupings)
- Science including Agricultural Science and Horticulture
- History
- Geography
- Chinese - LOTE
- The Arts
- Technology including Industrial Trade Design and Home Economics
- Health and Physical Education (HPE)
- Positive Education (Year 7)
- Year 10 students can access Certificate courses through School RTO
- From Year 7, selected students are invited to participate in our Accelerated Maths Program that sees students working at a year level higher than their peers. Students in Year 10 can commence Year 11 Maths concepts supported within their Maths class.
- The Year 7 cohort fully integrated into the Secondary mode from 2011. Mundubbera SS achieved exceptionally well in the junior secondary Peer Review and this has been acknowledged through the Australian Newspaper (2016) as being the second most improved secondary school in Australia in year 7-9 from 2013-2015
- We operate a strong School-Based Apprenticeship and Traineeship program. This connects students to local employees and begins to specifically prepare student for their future working life.
- Year 9 and 10 students are also offered programs leading to Certificate II in Rural Operations.
- Students engage in daily physical activity as part of our Brain Break, Energise program and our traditional lunchtime calendar of events. In 2016, these included Indoor Hockey, Volleyball, Table Tennis and Touch Tournaments, making full use of the multi-purpose hall and courts.
- Innovative teaching staff have brought their expertise to 'before and after' school activities for students including; boxing, cross country running, personal fitness training and rugby.
- All Year 10 students work through a comprehensive Career Development program in preparation for developing their Senior Education and Training (SET) Plans.

Co-curricular Activities

Primary students participated in:

- Inter-school Athletics
- Various Sports Days, e.g. Soccer/Netball, District Rugby League, Rugby Union & AFL
- Arts Council Presentations
- Mundubbera Show events and displays
- Community events such as ANZAC Day ceremony and Pet Show
- University of NSW Competitions (Computer Studies, Science, Maths and English)
- Under 8's Week activities
- Musical Gala plus Junior Musical
- Clean up Australia Day
- Boys Club – Year 6
- National Tree Planting Day
- State based fundraising for schools in need.
-

Secondary students participate in:

- Quarterly Junior Sports Days along with other Secondary students in the North Burnett Area
- QAMT Maths Year 8 Competition
- Maths Team Challenge
- Technology Challenge involving the CO2 Racers
- Lunchtime Sports Program (Volleyball, Table Tennis, basketball, Indoor Hockey, and Handball)
- Exhibiting Artworks at the Council Gallery
- University of NSW Competitions (Computer Studies, Science, Maths and English)
- The Band, Choir and student leaders perform at local events and ceremonies including ANZAC services.
- Boys Club
- Meals on Wheels delivery
- Assistance at community Seniors' Week luncheon event
- Hoof 'n' Hook cattle care program and competition
- Positive Education
- Australian Volleyball championships in Melbourne
- Duke of Edinburgh – Bridge Award

How Information and Communication Technologies are used to Assist Learning

- Students have access to 2 computer laboratories of 25 computers each. These are used for individual projects, whole class skills lessons and in accessing Certificate courses through our RTO. Smaller pods of computers are set up in Primary classrooms.
- The library and most classrooms now have interactive whiteboards and data projectors.
- The library now supports 30 iPads and full wireless connectivity. The Wireless Upgrade Project has increased wireless connectivity across the school.
- Year 10 students and some year 9 students have a take home laptop program.
- Keypad interactive handheld devices (30) have been purchased and are utilised across the school.
- Lower Primary students access computer Labs once a week during lunch to gain skills in keyboarding and Word functionality.

Social Climate

Overview

- Student Council is a voice for students directly to the School Executive, this includes Junior Secondary Leaders and primary class representatives.
- Staff from the School's SEP supports an Inclusion program throughout the School.
- Our students received valuable support services from staff from Queensland Health, Queensland Police Service, and Respite Care (Blue Care), as well as visits from the School-based Health Nurse and Guidance Officer who travel to Mundubbera School from other centres.
- Proactive ongoing programs dealing with bullying, puberty, sexuality, healthy lifestyles, resilience, leadership and relationship building, form part of the HRE program and are integrated into other curriculum areas, as well as a Pastoral Care program for all Secondary students.
- Our Positive Recognition Program promotes and recognises positive attitudes of students and includes; Primary/Secondary Students of the Week and Month, Mega Cards and Positive Post Cards for identified good behaviour.
- Across 11 grade levels, half an hour per week is devoted to the social well-being program, "You Can Do It". Personal traits of the program are discussed on parade and in class.

Below you will see that a very high percentage of parents believe their child feels safe at school (100%) and behaviour is well managed (88%).

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) | 95% | 94% | 100% |
| this is a good school (S2035) | 91% | 94% | 88% |
| their child likes being at this school* (S2001) | 95% | 94% | 100% |
| their child feels safe at this school* (S2002) | 95% | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | 91% | 94% | 94% |
| their child is making good progress at this school* (S2004) | 86% | 94% | 88% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 94% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 90% | 94% | 88% |
| teachers at this school motivate their child to learn* (S2007) | 95% | 94% | 100% |
| teachers at this school treat students fairly* (S2008) | 95% | 94% | 94% |
| they can talk to their child's teachers about their concerns* (S2009) | 91% | 100% | 94% |
| this school works with them to support their child's learning* (S2010) | 77% | 94% | 100% |
| this school takes parents' opinions seriously* (S2011) | 81% | 88% | 100% |
| student behaviour is well managed at this school* (S2012) | 76% | 94% | 88% |
| this school looks for ways to improve* (S2013) | 91% | 94% | 94% |
| this school is well maintained* (S2014) | 95% | 100% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 88% | 90% | 93% |
| they like being at their school* (S2036) | 85% | 82% | 90% |
| they feel safe at their school* (S2037) | 87% | 92% | 92% |
| their teachers motivate them to learn* (S2038) | 92% | 94% | 98% |
| their teachers expect them to do their best* (S2039) | 97% | 97% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 92% | 96% | 90% |
| teachers treat students fairly at their school* (S2041) | 80% | 80% | 83% |
| they can talk to their teachers about their concerns* (S2042) | 87% | 85% | 82% |
| their school takes students' opinions seriously* (S2043) | 74% | 81% | 88% |
| student behaviour is well managed at their school* (S2044) | 71% | 80% | 86% |
| their school looks for ways to improve* (S2045) | 89% | 90% | 95% |
| their school is well maintained* (S2046) | 86% | 97% | 90% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2014 | 2015 | 2016 |
| their school gives them opportunities to do interesting things* (S2047) | 82% | 83% | 84% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 100% | 97% | 96% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 97% | 100% | 85% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 90% | 100% | 95% |
| students are encouraged to do their best at their school (S2072) | 97% | 100% | 96% |
| students are treated fairly at their school (S2073) | 93% | 100% | 96% |
| student behaviour is well managed at their school (S2074) | 93% | 97% | 93% |
| staff are well supported at their school (S2075) | 90% | 100% | 89% |
| their school takes staff opinions seriously (S2076) | 90% | 100% | 88% |
| their school looks for ways to improve (S2077) | 97% | 100% | 96% |
| their school is well maintained (S2078) | 97% | 100% | 89% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 100% | 92% |

* 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

In the 2016 School Opinion Survey, overall student outcome satisfaction was high. Student percentage believing that they are getting a good education at school was 93%.

Parent overall satisfaction was high in 2016. The percentage of parents satisfied that their child is getting a good education was 100%.

Overall, the percentage of staff enjoying teaching at this school was 96% in 2016.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our School Based Youth Health Nurse teaches personal development from year 4 to 6 and positive parenting session called Tricky Topics.

The school responds to bullying by having a very clear pathway for students to act and inform adults in the School. Any incident is recorded and discussion with both parties will follow and parents are informed. We have support structures in place to have adults other than Teachers and Administrators available to discuss issues with students as the need arises. The Youth Support Officer, School-based Youth Health Nurse and Guidance Officer are regularly available.

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 | 15 | 17 | 7 |
| Long Suspensions – 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 2 | 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

- During 2016, an Air-conditioner Usage Policy was reinforced & a Student Council "E Day" publicised Energy-saving methods.
- Recycling of garbage was promoted throughout the school and our work was recognised by supporting the Town win the QLD Tidy Towns Award 2 years previous.
- Mundubbera State School was acknowledged as the National Winners of the Young Legends Award for our work promoting sustainability and links into the community in 2014.
- Nominated for the Premiers Sustainability Award & attended the function in Brisbane 2015.
- Received a \$5000 Ergon grant to install 150 energy efficient lights in library and motion sensors.
- Paper and printer usage was monitored and cutback policies were continued.
- The School continues to utilise a chipper to keep all green waste onsite for composting.
- Old orange crates recycled into the school and used to develop class gardens.
- Seven worm farms were purchased to recycle food scraps in the primary classroom.
- A successful application to the gambling fund for \$38,000 was achieved to purchase 6 x 20,000L tanks, and install a bore to water the Agriculture plot in 2015, and 2 x 20,000L tanks put on the Multi-games court in 2016
- A \$5000 grant for a community recycling cage and compactor at school for cans and plastic bottles.
- A sump pump installed to harvest storm water from drains before they leave the school site

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 102,548 | 521 |
| 2014-2015 | 102,261 | 6,118 |
| 2015-2016 | 50,868 | 1,888 |

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

| 2016 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 25 | 23 | <5 |
| Full-time Equivalents | 24 | 12 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 0 |
| Masters | 2 |
| Graduate Diploma etc.** | 7 |
| Bachelor degree | 16 |
| Diploma | 0 |
| 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 \$34,857.00

The major professional development initiatives are as follows:

- Mathematics Pedagogy Development - Dr Harry Kanasa
- Mathematics Leadership and Data Analysis –
- The Nudge Theory – Dr Gary McLennan, Ian Mackie
- Mathematics Enquiry Based Learning – Paul Sumpter
- Fluency – Deirdre Rackemann
- Active Comprehension Strategies – Deirdre Rackemann
- Explicit Instruction – Internal
- Data Analysis CQ3S Writing – Peter Townsend
- Positive Education – Peter Townsend
- Subject specific KLA Training for Secondary Teachers
- RTO training - QCAA
- Teacher Aide training days including numeracy
- Engagement – Anita Archer.

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). | 91% | 92% | 92% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 87% | 87% | 89% |

*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 P-10/P-12 schools was 90%.

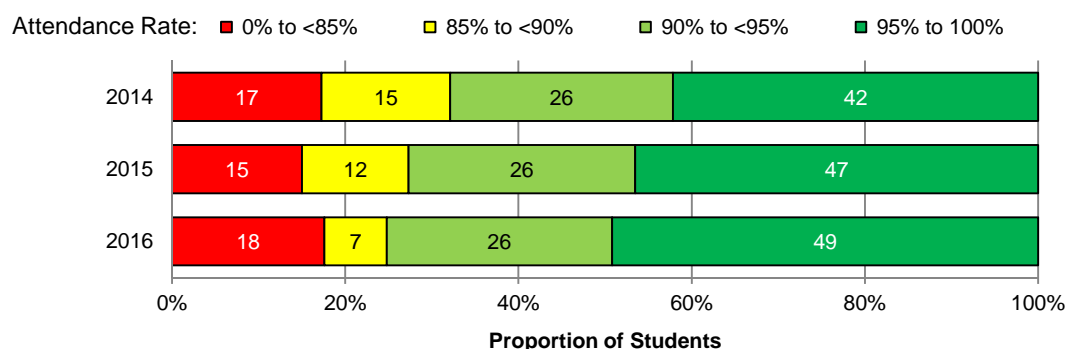
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | 92% | 90% | 93% | 92% | 93% | 92% | 94% | 89% | 91% | 87% | 91% | | |
| 2015 | 91% | 94% | 95% | 96% | 92% | 93% | 94% | 93% | 90% | 92% | 85% | 100% | |
| 2016 | 93% | 93% | 94% | 95% | 93% | 93% | 92% | 93% | 92% | 83% | 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.

All students are expected to attend all timetabled classes each day.

Explanations are required for all absences. Parents should provide these unless the student is 18 and/or living independently. Notes showing the student's name and class and the date of and the reason for absence should be given to the class or roll teacher. In the case of phone calls, details are entered on a slip, which then becomes an absentee note. The absence is entered as an explained absence.

The OneSchool roll shows whether or not notes have been received. Notes are filed for reference.

Class Teachers or roll teachers remind students of the need to provide an explanation for all absences, and the procedures to be used. The electronic roll is marked twice a day, once at 8:50 am and the second after lunch break at 1:50 pm by the Class or Form Teacher.

After three (3) days of absence without notification, the Teacher should alert the office to contact parents to ascertain the student's whereabouts. When a student accrues three (3) unexplained absences in a Term, a letter signed by the Principal will be sent to parents. There is a three stage process following this step to encourage attendance.

Proactive Strategies – Monthly graphical representation on school attendance on the staff notice board and discussion had at Management Meetings. Data is also put into the newsletter every 5 weeks. Daily discussion with Secondary students when 100% attendance is identified and positively acknowledged on parade.

Weekly acknowledgement of highest attending Primary classes on Fridays.

Term Certificates for students attaining 100%, 97%, 95% and MEGA cards.

Individual letters sent home to identify where each child sits on the attendance continuum for students below 85%.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

School name

Suburb, town or postcode

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 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.

Student Destinations

Early leavers' information

The destinations of young people who left the school in Year 10, are described below.

- 71% went on to senior schooling in a state school
- 15% went on to senior schooling at a private school
- 07% went on to an apprenticeship
- 07% went on to work