Morningside 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

Queensland
Government

This report is produced by the School
Principal to meet the school's reporting
obligations to the Queensland and
Australian Governments

Contact Information

Postal address:	67 Pashen Street Morningside 4170
Phone:	(07) 3908 2333
Fax:	(07) 3908 2300
Email:	principal@morningsss.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:	Wendy Hoskin, Principal

School Overview

Morningside State School is a creative and vibrant learning organisation, catering for a diverse community from Prep to Year 6. We value clear direction and unity of purpose. We offer an inclusive curriculum and environment for all students. Literacy and numeracy remain high priorities and our core business. We prepare young people for a future where they may participate as active, resilient and responsible citizens who embrace learning as a lifelong process. In partnership with parents and the community, we foster the next generation to be culturally confident, economically confident, environmentally confident, contemporary learners. We embrace learning which strives to maximise achievement and improve literacy and numeracy outcomes for our children. This translates to Every Child, Every Day, Every Lesson. We take responsibility for engaging students with their learning.

Principal's Foreward

Introduction

It gives me great pleasure to present the Annual Report for 2016.

This report is designed to provide a summary of the progress made at Morningside State School during 2016. It also contains information about what makes our school unique – the exciting and engaging teaching and learning, the social and emotional skills, and our Positive Behaviour for Learning. Our students receive the support of a dedicated, professional staff who are clearly focussed on achieving high standards through a rigorous and focussed curriculum.

Underpinning the future direction of the school is a commitment by the whole school community to work together to achieve excellence in teaching, learning and school image. Each and every member of our school community believes that each and every child can learn and achieve. This belief 'drives' all work at Morningside State School.

We are a creative and vibrant learning organisation, catering for a diverse community from Prep to Year 6. We value clear direction and unity of purpose. We offer an inclusive curriculum and environment for all students. Literacy remains a high priority and our core business. We prepare young people for a future where they may participate as active, resilient and responsible citizens who

embrace learning as a lifelong process. We embrace learning which strives to maximise achievement and improve literacy and numeracy outcomes for our children.

A key change at Morningside State School in 2016 was the appointment of Mrs Wendy Hoskin Principal in Term 2 2016. This appointment was after a 14 month period of Acting Principal at Morningside State School.

School Progress towards its goals in 2016

Morningside State School had three Core Priorities identified for 2016.

Core Priority	Achievement
Develop precision of Pedagogical Practice in the teaching of Reading: To continue to expand teaching staff's repertoire of highly effective teaching and learning practices by providing timely opportunities for reflections and transformation based on data inquiry, analysis and interrogation and contemporary research as well as feedback from collegial collaborations	Using data from the School Opinion Survey it was very pleasing to see an overall increase in Parent, Student and Staff satisfaction for the eight questions that align with this goal. Whilst, statistically a move of 1.28% may not seem much, it is continuing the school on an upward trajectory. We continued the use of a Data Wall to plot student learning. This continues to be an area of interest to District Office with a number of schools visiting to see how we operate our Case Management System. We also introduced a range of Early Intervention in Prep to Year 2 which saw some significant improvement in student phonological awareness.
Design positive learning environments: Empower students to take ownership of their own learning and behaviour through the provision of a positive learning environment which is responsive and respectful of a diverse range of learning styles and individual needs.	Positive Behaviour for Learning underpins the learning at Morningside State School. Using data from the School Opinion Survey it was very pleasing to see an overall increase in Parent, student and staff satisfaction for the eight questions that align with this goal. There was an overall increase of 6.26%. This comprised of an increase in staff (20%) and student satisfaction (14.3%) for the question Student Behaviour is well managed at this school.
Build authentic home, school and community partnerships: To establish and sustain an authentic partnership built on the foundation of communication, learning partnerships, collaboration, decision making and participation and which acknowledges the reciprocal responsibility between home, school and community in the development of each student.	In the School Audit undertaken last year we were Highly Commended for our school website and the way that we connect to our parents, both electronically and in person. We continue to work with our parent community as well as the wider community to ensure the ethos and the feel of our school continues to improve. In Term 4 we introduced an SMS notification system to ensure we were proactive in following through on student attendance. A highlight of our year was the expansion of the Peg and Line Art Show which saw the event upscale itself with an auction of art works, liaison with local high school for entertainment and strong parent support for the refreshments provided. This was an excellent example of the school working with the parent body.

.

Queensland
Government

Future Outlook

A precis of Morningside State School's explicit improvement agenda for 2017 is presented in the table below. Targets and additional information can be sourced from the MSS Annual Improvement Plan located on the school website

Core Priority	Actions

Positive Wellbeing (1)
 	
Foster a positive school climate within and amongst the school community where every member feels valued and supported to confidently contribute and collaborate in the purpose of crafting a brighter tomorrow for our students.
	• Consultation with Growing Great Schools (Ali Palmer) to lead professional development with all staff on:
	    o Wellbeing
	    o Working with strengths
	    o Strengths-based teams
	Active partnerships with Langley Group consulting firm by accessing relevant wellbeing resources including:
	    o Web conferences
	    o Face to face meetings
	    o Webpage
	    o Readings and research
	• Form a group of interested staff members to reflect on, discuss and plan for change to climate, purpose (meaning), relationships, communication ideas presented in the Positive Leadership web conferences at a personal and school level
	• Strengths Analysis of Staff and Performance Development Plans
	• Working with Strengths in the classroom
	• Circle Solutions Training
	• Embed school-based PBL Coach
	• Positive Behaviour for Learning school-based team to meet fortnightly to review playground behaviour data, develop appropriate PBL lesson plans for school, respond to PBL concerns and inquiries
	• MSS Induction Program
	• Morningside Mentoring Meetings (MBT & Transferring Staff)
	• Annual Professional Development plans and respond to PBL concerns and inquiries

Highly effective literacy instruction (3)
 	
Expert teaching team with a deep knowledge and strong repertoire of research-based, data-driven teaching strategies effective in building all learners' repertoire of literacy skills.
	• Update and embed MSS Assessment Schedule and Reporting Framework
	• Implement MSS Data Plan
	• Undertake collaborative data inquiry processes at various levels throughout the year to seek feedback on effectiveness of teaching and learning programs and feedforward to use when designing or refining future pedagogical processes
	• Develop consistent approaches to goal setting aligned to school based curriculum priority areas and resources
	    o Keys to strategic comprehension
	    o Literacy continuum; Aspects of Writing
	• Continue to support teacher's knowledge and understanding of

Queensland Government

	Australian Curriculum through regular Pit Stop Planning sessions
	• Research and compile MSS Literacy Framework (including reading and writing) with summarised Placemat version for quick teacher reference
	• Expand Reading edStudio to Literacy edStudio where resources can be housed and accessed by staff (teachers and teacher aides)
	• Update MSS Yellow Pages Teaching and Learning Handbook
	• Continue to offer explicit teaching in the areas of spelling (Spelling Mastery) and phonics (Get Reading Right)
	• Continue to offer calibrated moderation sessions for teaching staff
	• Continue to embed co-teaching cycles through coaching
	• Continue to offer CPL (Continuous Professional Learning for teachers and teacher aides
	• Restart Fly in Fly out sessions

Literacy as a General Capability (I3)
 	
Expand curriculum and pedagogical knowledge and skill to plan and deliver engaging lessons which promote the transfer of knowledge, skills and dispositions developed in reading to address subject-specific literacies across the curriculum.
	• Update Curriculum Plan
	• Introduce Literacy Continua across all Key Learning Areas
	• Refine and review GPS Case Management Process to support the introduction of Literacy as General Capability
	• Employ collaboration between staff to reflect on practice through
	    o Home Huddles and
	    o Show, Share and Shine

Parent community partnerships (I2)
 	
Enrich literacy skills and knowledge to encourage active participation of parents and the wider community in supporting learners both at in the classroom and at home.
	• Growing school leadership through
	    o School Captains
	    o School Ambassadors
	• Link Curriculum with School Environment Initiatives
	• Enacting Parent and Community Engagement Framework
	• Working with parents on using strengths within the family
	• Continue being a BCC Active School Travel School
	• Link with local businesses to support school and PBL Program
	• Align P and C priorities with School priorities
	• Support parent communication through the employment of a Parent Liaison Teacher Aide

Queensland Government

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	465	224	241	17	93%
2015*	432	202	230	25	93%
2016	433	200	233	21	95%

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

Located on the south side of Brisbane, our prep to year 6 student enrolments are predominantly drawn from the suburbs of Morningside and Hawthorne.

The student population is unique, combining a rich blend of socio-economic and culturally diverse elements. Students are organised into a combination of multi-age class groupings and traditional class groupings.

Parents and the community are welcomed and encouraged to contribute to the school's decision-making process through the Parents & Citizens Association. Morningside State School enjoys a significant level of voluntary help within classrooms, as well as environmental supporters. The level of parent commitment to improving the social, academic and physical features at the school is wonderful.

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	21	25	23
Year 4 – Year 7	25	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.

Queensland Government

Curriculum Delivery

Our Approach to Curriculum Delivery

Morningside State School delivered the Australian Curriculum through C2C resources that were differentiated for our cohort. The teaching of Key Learning Areas is in line with recommended time allocations. The use of Explicit Instruction continues to be a focus of ours. During 2016, we offered a large range of distinctive curriculum offerings that enhanced teaching and learning in individual subjects. These included:

- early literacy intervention Programs for students in Prep, Year 1 and Year 2. These programs include:
  - Early Literacy Foundations (ELF)
  - Phonological Awareness for Literacy (PAL)
  - Phonological and Metalinguistic Program (PMAP)
  - Read It Again
- extension reading programs:
  - RISE Reading
  - Writers' Club
  - Book Club
- participation in the ICAS Competitions (Years Three to Six) in the areas of English, Mathematics, Science and Computer Skills
- a range of excursions and visitors to the school to connect learning to the real world
- a camping program for Years 4 and 5 which, through outdoor experiences, aims to nurture and sustain the development of a range of social and leadership skills, and challenges students to be the best they can be;
- Canberra Leadership experience for students in Years 6;
- A twice-yearly swimming program conducted in our own facility for all students as part of the Health and Physical Education curriculum and
- An Environmental Club.

Co-curricular Activities
These activities included:

- award winning Cheer Squads;
- biannual Science Fair;
- Two Japanese Study Tours – Host school and host families as well as a Japanese Festival
- a competitive chess program to facilitate the development of thinking and problem solving skills
- a strong Music program including Instrumental Music with Band Camps for Years Four to Six as well as a Ukulele Band and a Choir;
- a strong swimming club known as the Morningside Flyers, which provides squad training and competitive club nights;
- extensive facilities provide opportunities for outside hours school coaching in swimming, tennis, soccer, Cheer and Tae Kwon Do;
- Information and Communication Technologies are used to assist student leadership development – School Ambassadors, School Captains and student leaders;
- an after school Environmental Club that is gaining momentum and
- a Homework club.

How Information and Communication Technologies are used to Assist Learning

We are active and investigative learners when using digital devices. At our school, our students use a range ICT including but not limited to:

- internet connected computers in all learning spaces;
- a computer laboratory located in the library that allows whole class access to the internet
- a range of mobile devices including laptops in years 3-6 and ipads in Prep-2;
- the use of both Mathletics and Reading Eggs/Eggspress throughout the school
- interactive whiteboards and/or data projectors in all learning spaces;

- digital still and video cameras available to support group and independent learning;
- tools such as programmable 'robots' to teach mathematical concepts;
- recording devices for students to develop oral language and reading skills; and importantly,
- use of online learning environments to promote a variety of learning experiences.

We use ICT to achieve learning goals and students and teachers select tools and resources that will meet their teaching and learning needs. ICT are acknowledged as support resources to help us engage students and personalize learning. We promote curiosity and exploration when working digitally.

Social Climate

Overview

Morningside State School encourages respectful relationships, communication, behaviour and self-management through R.I.S.E (Respect, Inspire, Support and Effort) our Positive Behaviour for Learning program.

To enable this to be achieved, the school continues with a comprehensive PBL R.I.S.E program and Responsible Behaviour Plan, which comprises the policies and procedures relevant to managing all aspects of school climate.

We use our four school expectations – Respect, Inspire, Support and Effort to foster social development and positive behaviour. Provision is also made to acknowledge those students who make responsible behaviour choices through R.I.S.E awards. Distributed at weekly assemblies, these awards use the four whole school expectations to recognise students who have shown growth. RISE Letters are sent home each term to a student who displays the RISE Expectations to an excellent standard. Each Semester, one student per class is selected to attend the Principal's Morning Tea. The pinnacle of rewards is the RISE Medal, awarded to one student per class. This is awarded at the end of the school year.

The success of this program is validated through the reduction in student suspensions and the improvement in parent/caregiver, student and staff responses to the School Opinion Survey 2016.

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)	96%	95%	93%
this is a good school (S2035)	96%	95%	93%
their child likes being at this school* (S2001)	96%	98%	98%
their child feels safe at this school* (S2002)	100%	95%	96%
their child's learning needs are being met at this school* (S2003)	89%	93%	93%
their child is making good progress at this school* (S2004)	91%	91%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	82%	95%
teachers at this school motivate their child to learn* (S2007)	96%	86%	89%
teachers at this school treat students fairly* (S2008)	96%	90%	98%
they can talk to their child's teachers about their concerns* (S2009)	96%	89%	93%
this school works with them to support their child's learning* (S2010)	91%	81%	91%
this school takes parents' opinions seriously* (S2011)	88%	80%	87%

Queensland
Government

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	86%	83%	89%
this school looks for ways to improve* (S2013)	96%	90%	94%
this school is well maintained* (S2014)	96%	89%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	95%	96%
they like being at their school* (S2036)	97%	89%	94%
they feel safe at their school* (S2037)	98%	90%	93%
their teachers motivate them to learn* (S2038)	100%	96%	100%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	98%
teachers treat students fairly at their school* (S2041)	98%	85%	91%
they can talk to their teachers about their concerns* (S2042)	98%	90%	94%
their school takes students' opinions seriously* (S2043)	95%	85%	92%
student behaviour is well managed at their school* (S2044)	95%	75%	90%
their school looks for ways to improve* (S2045)	98%	95%	97%
their school is well maintained* (S2046)	100%	88%	95%
their school gives them opportunities to do interesting things* (S2047)	95%	94%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	100%	98%
they feel that their school is a safe place in which to work (S2070)	94%	100%	98%
they receive useful feedback about their work at their school (S2071)	88%	92%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	87%	83%
students are encouraged to do their best at their school (S2072)	94%	100%	95%
students are treated fairly at their school (S2073)	94%	88%	91%
student behaviour is well managed at their school (S2074)	73%	67%	87%
staff are well supported at their school (S2075)	70%	83%	87%
their school takes staff opinions seriously (S2076)	76%	88%	89%
their school looks for ways to improve (S2077)	97%	96%	98%
their school is well maintained (S2078)	100%	96%	98%
their school gives them opportunities to do interesting things (S2079)	94%	96%	89%

* 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.

Queensland
Government

Parent and community engagement

We value parents, caregivers and community members as an essential and integral part of successfully educating the whole child. The active involvement of parents and caregivers in our school community supports students to engage positively with staff and peers. We work alongside parents and caregivers in all aspects of school life, including both formal and informal consultative processes, with a view to creating a supportive school environment focussed on achievement.

We commit to fostering our relationship with parents and caregivers by offering:

- Konnective school app that gives push notifications, calendar of events and school news.
- Formal reporting four times per year – twice face to face, and twice through written reports. We have an open door policy and parents are always welcome to meet with staff to discuss student progress.
- Staff communication with parents in a variety of modes including electronically with weekly or fortnightly newsletters.
- Opportunities that encourage parents and caregivers as volunteers both within the classroom and through extra-curricular activities.
- An active P&C. This is an extremely important part of our school community. This group of parents provides support in fundraising initiatives that directly impacts all students within our school. They are proactive and provide assistance with facilities management and development of school based procedures and processes. -

We have a Special Education Unit associated with the school, with Inclusion being the focus of the unit. We also differentiate for students whose needs might not fall under those disabilities funded by Education Queensland. We ensure children have appropriate Individual Curriculum Plans or Individual Education Programs to ensure they can access the Australian Curriculum.

We have an extensive volunteer program to support student learning. Having volunteers in our classrooms enhances our approach to personalizing learning goals and effectively differentiating our curriculum for individual students with various abilities and learning styles.

Respectful relationships programs

Morningside State School is a Positive Behaviour for learning school. As such we explicitly teach positive ways to solve problems and respond to difficult situations. Each week specific focus is placed on key behaviour to assist students in making appropriate choices, both within and outside of the classroom. Students are also taught to report instances of behaviour that are considered to be inappropriate within the school and beyond.

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	41	36	17
Long Suspensions – 6 to 20 days	0	0	1
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.

Queensland
Government

Environmental Footprint

Reducing the school's environmental footprint

We run an Environmental Club, have increased waste recycling programs, we participated in the Brisbane City Council Environment Education Program and we are members of the Earth Smart Schools Program.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	182,380	10,814
2014-2015	186,171	1,419
2015-2016	221,268	1,552

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.

The school will investigate the large increase in electricity in the 2015-2016 financial year and implement action to reduce this usage.

School Funding

School income broken down by funding source

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

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

Find a school

School name	GO

Suburb, town or postcode

Sector:

☑ Government

☑ 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.

Queensland Government

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	35	26	<5
Full-time Equivalents	29	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	2
Bachelor degree	28
Diploma	0
Certificate	0

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $21973.26

The major professional development initiatives are as follows:

- Lynn Sharratt: Faces on the Data continued to guide our work around Literacy
- Year Level Planning and Moderation
- GPS: Case Management (showcased to other Metropolitan schools
- Positive Behaviour for Learning
- Coach and Mentor Training
- Sharp, narrow focus on Reading that included the successful introduction of Intervention Programs in Prep, Year 1 and Year 2
- Mandated Training
- Continuing Professional Development Sessions for both Teachers and Teacher Aides
- Pocket PD as needs arise
- Principals' Symposium
- Curriculum Leaders Forums
- School Leadership Team Cluster Initiatives
- State Principal's Conference attended by both Principal and Deputy Principal

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

Queensland
Government

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%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 95% 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).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	85%	93%

*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.

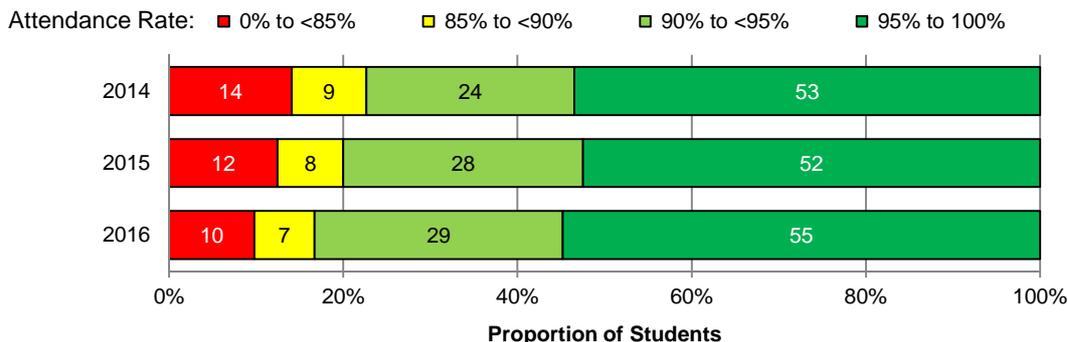The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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	91%	94%	94%	92%	94%	93%	95%	95%					
2015	92%	94%	91%	94%	93%	94%	93%						
2016	93%	95%	95%	92%	93%	93%	94%						

*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.

Queensland
Government

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	14	9	24	53
2015	12	8	28	52
2016	10	7	29	55

Proportion of Students

Description of how non-attendance is managed by the school

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

Rolls are marked twice daily by the class teacher. An absentee line is managed each morning and teachers are notified via email of student absences emailed to the office. The school started the implementation of SMS notification and this has assisted with the follow up of unexplained absences. Parents are required to sign their children in and out of the school for part day attendance. The office is alerted by the teacher if students have unexplained absence of more than three days. Absences of three days are followed up by a member of the school leadership team and this is supplemented with a letter if they are unable to be contacted

NAPLAN

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

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

Find a school

School name [GO]

Suburb, town or postcode

Sector:

☑ 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 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.

Queensland Government