

# Surfers Paradise State School

## Queensland State School Reporting

### 2014 School Annual Report



Postal address	42 St Andrews Avenue Isle of Capri 4217
Phone	(07) 5582 0333
Fax	(07) 5582 0300
Email	the.principal@surfparass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Nerolie O'Neill Principal

## Principal's foreword

### Introduction

Surfers Paradise State School is uniquely situated on the Isle of Capri, literally in the heart of the Gold Coast. Surfers has a reputation for providing a high quality learning experience for students from Prep to Year 6 through a family orientated philosophy. Our school is culturally diverse, with families from over many countries engaged in our EALD and IEC programs. This School Annual Report outlines the school's strategic plan for the year and our achievements for 2014.

The report also includes data about the schools teaching and learning programs, parent and student opinion surveys and staff professional development. It provides a review of the school profile, the distinctive curriculum offered at Surfers, our extra-curricular programs and our community partnerships.

Indications for future planning are also contained in the report. As a school community, we are very proud of our commitment to honour the belief that every child is capable of succeeding and deserves to develop a love of learning.

### School progress towards its goals in 2014

#### 2014 SCHOOL PRIORITIES AND OUTCOMES – Enhance the academic achievement of students in:

Priority	Strategy	Action	Outcome
Numeracy	Arrange PD in the teaching of Numeracy	Use Hot topics to respond to small group learning needs, in areas of mathematics identified by teachers to focus. Maintain a focus on differentiation to support students achieving at different level.	Completed
	Implement classroom coaching and feedback for teachers	Continue to implement and strengthen classroom coaching and feedback for teachers. Discuss needs, ideas, and approaches to practice in the areas of numeracy, (literacy the teaching of reading P2)	To be continued in 2015
		Use the additional provided coaching resource (.4) to support numeracy in years 3/4/5. Focus on Problem solving/ways of differentiating in the classroom to support this /trial Tiered Teaching.	To be continue in 2015
	Undertake Action Research on the teaching of Numeracy	Monitor the effectiveness of coaching in the area of numeracy during Semester 1. Work with lead coaches to support this process and as well formally seek teacher feedback/info re student achievement.	Completed and to be continued in 2015
	Develop and document the school's approach to the explicit teaching of	Identify, document, promote and use PD to support the effective use of teaching strategies to be used across the school in the	To be continued in 2015

	Numeracy	area of numeracy.(Tiered teaching/Maths Trails and rotations)	
		Update the Pedagogical Framework and the Assessment and Standards Framework to reflect agreed practice.	To be continued in 2015
Literacy Reading, comprehension, spelling, writing grammar and punctuation	Review reading strategies	-revise implementation of Guided Reading Program - admin to observe in the classroom - conduct PD on needs basis revisit in Pedagogical Framework including current monitoring, programming and assess.	Partial completion. To be continued in 2015
		Re organise the teaching of Reading and Literacy Blocks in Prep-3 to ensure immediate support for students identified as showing little or slow development (age appropriate) and resource based on data	Completed
		Use PM to benchmark reading as well as a developmental reading checklist to track reading progress. Explore the use to Cars and Stars. Introduce Strive in P1 to support Vocabulary development.	Completed
		Map reading data and ensure planning and differentiation to ensure children in Years 1-3 maintain sustained improvement. PD staff to ensure accurate interpretation of the data to inform planning.(GRG)	Completed
	Implement a school-wide approach to the teaching of spelling	Writing (Spelling) Strengthen the use of the "Words their Way" spelling program in alignment to the C2C spelling program. Conduct PD on PFD	Partial completion. To be continued in 2015
	Improve the teaching of comprehension	Give "Reading Eggs" Program across school a higher priority ( faster internet speed) and together with guided reading improve reading comprehension - monitor regular using agreed assessment tools.	Completed
		Employ additional teacher/para professional support to ensure sustained improvement for students experiencing difficulty acquiring language skills particular reading fluency and comprehension.(GRG)	Completed
		Audit current reading resources and purchase additional resources to improve student outcomes. (STRIVE) (GRG)	Completed
	Implement a school-wide approach to the teaching of punctuation and grammar	Continue to use teacher expertise across sectors to work on a school wide program to develop depth and breadth in the teaching and assessment of punctuation and grammar.	To be continued in 2015
Differential Learning Needs of Students	Identification of Learning Needs	Expand the use of assessment to drive programming to ensure programming matches the needs of students achieving at different levels. Provide PD in Tiered Teaching	To be continued in 2015
		Use the matrix developed to support planning and review twice yearly.	Completed
		Develop and use a series of templates to enable staff to develop learning plans for students unable to meet the National Benchmarks in Reading.	Partial completion. To be continued in 2015
National Curriculum	Implement National Curriculum	Continue to implement the National Curriculum in particular monitor the teaching of History and Geography to ensure reasonable coverage is achieved in balance with the core areas of Math, English Science.	Completed
		Fine tune the use of One school as a Curriculum Planning tool, audit resources and purchase additional resources as needed.	Completed
		Implement the Early Years Curriculum guided by the National Curriculum and support literacy/vocab development and reading	To be continued

		readiness. (GRG)	in 2015
Productive Partnerships with school community stakeholders	Develop Productive Partnerships	Actively work with established partners to continue receiving mutual benefits and progress towards goals. Alliance, Cluster, Principal Ass, Universities, DCP, GCWA, P&C, GCCC, Minister Education	Completed and to be continued in 2015
	Share and discuss Education Queensland's priorities with the staff and community	Run focus activities with staff on Jan PFD, same at AGM P&C ( March), Parent Meetings,	Completed
	Engage the community by bringing representatives into the school to give students 'real world' experience and examples.	Continue the wide range of visits Cultural, Music, Writers, Artists, RSL, High Schools, Fun with Maths, RE, Carols Event, PCYC Programs, Swimming, Sports, Chess, Scientists, Environment, HRE, Adopt a Cop	Completed
	Support local community events and organisations by offering to give school performances.	Harmony Day, Winter Festival, Fine Night, Music Recitals, Eisteddfod, Fan Fare, Anzac Day Ceremony, Festival Events, Shopping Centre Expos, Gold Coast Show Events Carols, Art Show, Music Count us IN.	completed
	Develop a school parent liaison group to develop and maintain positive, regular contact with classes teachers and the parent body.	In partnership with P&C Executive, establish Parent Liaison group by Year Levels only, beginning from March and garner support for a range of school activities to include whole school and class events	To be continued in 2015
	Parent Information Evenings on aspects of the school and classroom programs	All Sectors to run parent evenings/afternoons. Senior year levels to have combined sessions to support high school transition.	To be continued in 2015
	Provide morning/afternoon teas for community/parents	Once a term provide the opportunity for morning tea after whole school assembly as well as first day of Prep, student induction, graduation, special events and Volunteers Day	Completed
	Communicate an open invitation to parents to attend school parades	Advertise Assemblies in newsletter with an open invitation to parents.	Completed
	Encourage parent participation in culminating activities each term	All year levels to run culminating at the end of Term or end of Unit with an open invitation to all parents. Sessions to focus on learning achieved during the Term or Unit of work & Community art show	Completed
High quality teaching practices	Develop a Pedagogical Framework which articulates the school's approach to teaching	Used the revised Pedagogical framework to refocus staff in key areas setting expectations about agreed practices across the school. (PFD January 2014)	To be continued in 2015
	Use the Developing Performance Framework as a tool to align teacher capability development with school priorities	Continue to implement the program DPF and ensure links to school, systems and personal priorities- encourage coaching as a vital continuous professional learning tool.	Completed
		Conduct twice yearly (minimum) interviews with all teaching staff. Complete same with all paraprofessional staff.	Completed
	Document effective teaching strategies to be used across the school in specific target areas e.g., Teaching of	Use the Pedagogical Framework to inform agreed practice and attach documents to support effective teaching/learning strategies in identified or target areas. Focus on Reading /Literacy/Numeracy	To be continued in 2015

	Reading and Writing		
	Facilitate the use of data to drive teaching practice, e.g., teachers meet quarterly to discuss achievement data and strategies for continuous improvement of student outcomes	Identify assessment tools to be used foreshadowed during Unit Planning at the Team Year Level. Use the gathered data sets to identify target areas/inform planning and reporting to parents.	Completed
		Analyse data at 5 weekly intervals and conduct PD with staff to support the accurate interpretation of data to inform forward planning and review of teaching practices.(GRG Reading 1-3)	To be continued in 2015
Whole-of-school assessment and data collection	Review School Assessment Framework and data storage processes to ensure an elegant sufficiency of data is collected and effectively utilised	Run end of Term Planning sessions in all Sectors to review and establish assessment tools needed to complete each Unit of Work in all assessable subject areas. Strengthen leadership capacity of staff.	To be continued in 2015
		Determine which data sets hold high value to support planning at the year level step and ensure professional dialogue is encouraged to inform ongoing programming and PD all teachers to use tools.	To be continued in 2015
	Ensure that curriculum planning processes focus also on student data and "the how" of teaching	HOC to run planning sessions to establish the scope of each Unit together with recommended strategies and activities drawn for the C2C resource. Collaboration to occur at each year level in assessing.	Completed
	Establish / maintain moderation processes to ensure that standards are consistent internally and externally	Run moderation sessions for all year levels each time and prior to reporting based on the agreed standards set in the Standards and Assessment Framework in alignment with Regional recommendations	Completed
	Build a culture where teachers accept joint accountability for learning outcomes	A member of admin to work regularly with Team Leaders and Sectors to support professional dialogue around agreed standards and practices established to achieve the set targets.	Completed
Workforce performance development	Develop a Peer Coaching Model	Strengthen the Coaching Model by ongoing training of Peer Coaches, identifying a clear focus for development, release time to allow observation modelling and feedback linked to DPF as appropriate.	To be continued in 2015
	Focus on enhancing leadership skills associated with coaching and feedback	Admin to ensure full knowledge of Regional Program /use elements of the program together with other appropriate research info to guide the establishment and development of Peer Coaching in the school.	To be continued 2015
	Provide staff with professional reading about school improvement agenda	Focus on the materials provided by the Region to inform reading and numeracy and use to conduct PD and professional ongoing dialogue as well as engagement with and review of the Pedagogical Framework.	To be continued in 2015
	Deliberately foster and develop leadership capabilities of other staff members	Have regular ( 3 weekly ) professional meetings with Management Team, Peer Coaches and Admin Team (weekly) to up skill in a range of areas linked to the National Professional Standards, Teachers Leaders	Completed
		Provide Coaching and Modelling for Aspiring Leaders (currently 4 members of staff) Use DPF and regular professional dialogue and feedback around agreed areas of practice in the focus of the aspirants	Partial completion. To be continued in 2015

	Develop a whole school Professional Development strategy	Focus PD on the Learner and ways of engaging girls and boys so teacher efforts are directed and focussed on the learner and positive outcomes for each individual.	To be continued in 2015
		Use the coaching model to build teacher capacity and encourage alignment with identified personal/school and systems priorities.	To be continued in 2015
		Maintain a flexible approach to PD running regular "Hot topics" to support the implementation of strategies to teach reading, spelling and numeracy and Science.	To be continued in 2015
		From PFD and at 3 weekly intervals run PD to cover/systems priorities/reading/numeracy/trauma/operational issues/referrals/WPHS/Assessment/Words There Way/ Pedagogical Framework and Data Analysis	To be continued in 2015
		Record all completed PD and allow time for staff to meet their QCT accountabilities	To be continued in 2015
		Appoint and train additional paraprofessional staff in Ready Reader and Support a Talker and assessment to support classroom practices designed to improve student outcomes in reading.(P-3) (GRG)	To be continued in 2015
Closing the Gap	Closing the Gap	Identify any students not on a continuous trajectory of improvement and ensure they receive appropriate support in the classroom and in support group setting as needed. (GRG)	To be continued in 2015
		Liaise regularly with the parents of children identified at risk and encourage additional outside agency support if specific needs are identified and beyond the scope of the school for intervention.	To be continued in 2015
		Maintain a "Markbook" to track the progress of students	To be continued in 2015

## Future outlook

### School Priorities 2015

1. Attendance
2. Pedagogical Practice
3. Social and emotion well-being of staff and students

### Enhance the academic achievement of students in :

- Reading
  - Students will demonstrate the use of higher order thinking to know and understand a variety of texts. They will read with fluency, comprehending what they read and relating information to new contexts.
- Numeracy
  - Students will demonstrate mastery (knowledge, understanding and fluency) and higher order math (problem solving, reasoning and communicating)
- NAPLAN
  - Increase the percentage of students in the upper two bands of Reading and Numeracy

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	684	305	379	89%
2013	721	345	376	92%
2014	723	339	384	90%

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

### Characteristics of the student body:

The school operates in Sectors: Early (P/1), Junior (2/3), Middle (4/5) and Senior (6/7). The Early Sector, the Junior and Middle Sector carry eight classes each while the Senior Sector is just five classes. Classes are generally taught in double teaching areas with team teaching a feature of the school. A very small number of classes work as a single classroom (4 classes). There is a slightly higher number of boys to girls in each class, however classes are balanced as closely as possible throughout the school.

Students across the school are generally very well behaved with a very small percentage requiring some form of intervention for behaviour. A school wide behaviour plan has been established to actively support these students. Opinion surveys from students and staff suggest that students in the school generally get on well together, get on well with staff and feel that the school has a safe and supportive environment. A Discipline Audit was conducted in early 2014.

Students come from diverse cultural and ethnic backgrounds with a much larger percentage of Asian families compared to European. About a quarter of students speak English as an additional language and dialect and at any given time approximately 30 to 40 students are learning English for the first time. This is done for up to 12 months in an Intensive English Classroom (IEC) environment managed by two specialist teachers (at least 2 hours per day). Transition from sessions in the IEC to full time in the regular classroom occurs within at least a year or earlier where appropriate.

Approximately 20% of students are supported with their learning with special programs. A small percentage of students are challenged with a disability.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	22	24
Year 4 – Year 7 Primary	26	27	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*

Short Suspensions - 1 to 5 days	8	6	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

- Co-operative approach to teaching and learning
- Specialists – Music, French, Physical Education, Teacher-Librarian and ICT teacher
- Swimming program (terms 1 and 4) at school's on-site pool
- Specialist support program for students with special learning needs or challenged by disability
- English as an Additional Language and Dialect (EAL/D) - Intensive English Class supports students learning English for the first time.

### Extra curricula activities

- Instrumental music program Years 4 to 6 (190 students)
- Choirs – Senior (Years 4 to 6) and Junior (Years 2/3) (90 students)
- Aerobics – Years 4 to 6 (after school and first break)
- Science Club – All year levels (first break)
- Scientist in Schools Program
- Chess – Years 1 to 6 (first break)
- Strategy Club - Years 3 to 6 (break times)
- Football workshops (various codes)
- Intraschool Sports
- Selected Interschool Sports
- After school swimming lessons commencing term 4 of 2014
- Tournament of Minds (break times) Years 4 to 6
- French Club (break times) Years 4 to 6
- Cheerleading (Years 4 to 6)
- Student Council (Years 3 to 6)

## How Information and Communication Technologies are used to assist learning



At Surfers Paradise Primary School, ICT's are actively used to create 21st century learning environments that cater for purposeful learning anytime, anywhere and in any situation. Our digital pedagogy involves teachers and students engaged in online learning opportunities to enhance curriculum knowledge, teaching and learning experiences and technology skills. Students have access to virtual classrooms via Blackboard. Teachers regularly attend professional development to keep up to date with current on-line opportunities. All classes have access to Smart Boards or data projectors and Apple computers. Classes are also able to utilise other ICT equipment such as cameras, iPads and iPods to enhance the learning program. Purchases during 2014 have enhanced our capacity to use programs. Members of staff are involved in Smart Classrooms ICT Certificate and Digital Pedagogical Licence programs. The Resource Centre, which opened in 2011, has been designed to maximise the use of technologies for learning. Students have dedicated ICT access in the Technology Room as well as access in their classrooms.

## Social Climate

Surfers Paradise State School is a supportive school environment and is guided by a Responsible Behaviour Plan. This plan outlines school rules of 'Be a Learner, Be Safe and Be Responsible'. Students are made aware of this through explicit teaching throughout the school year. Parents have access to these guidelines as part of the school newsletters, parent handbook and school website. Bullying in any form (verbal, physical or electronic) is not accepted nor tolerated. A School Wide Behaviour Plan is used by staff, it provides examples of rules, respect, safety and responsibility.

Peer support programs have also been implemented in the playground with older students assisting with supervision of playtime activities such as dancing and games. General extra-curricular activities are also available at lunch time to provide support and interest during play breaks.

An Out of School Hours Care program exists to support working families.

A Special Needs Team meets weekly and takes an active role in Student Welfare. This includes the members of the School Administration, Guidance Officer, Learning Support Staff and Head of Special Education Services. The Guidance Office and a Student Welfare Officer work within the school to provide counselling and support services to students and families as required. Parents can also be directed to outside government and counselling support agencies when required.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	96%	100%	87%
this is a good school (S2035)	100%	100%	87%
their child likes being at this school* (S2001)	100%	100%	94%
their child feels safe at this school* (S2002)	100%	100%	94%
their child's learning needs are being met at this school* (S2003)	92%	100%	89%
their child is making good progress at this school* (S2004)	92%	97%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	93%	89%
teachers at this school motivate their child to learn* (S2007)	96%	100%	90%
teachers at this school treat students fairly* (S2008)	96%	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	92%
this school works with them to support their child's learning* (S2010)	96%	93%	91%
this school takes parents' opinions seriously* (S2011)	96%	97%	87%
student behaviour is well managed at this school* (S2012)	96%	100%	83%
this school looks for ways to improve* (S2013)	91%	100%	88%
this school is well maintained* (S2014)	92%	93%	86%



<b>Performance measure</b>			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	94%	99%	100%
they like being at their school* (S2036)	91%	98%	95%
they feel safe at their school* (S2037)	92%	98%	97%
their teachers motivate them to learn* (S2038)	94%	98%	98%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	98%	94%
teachers treat students fairly at their school* (S2041)	86%	99%	92%
they can talk to their teachers about their concerns* (S2042)	83%	95%	91%
their school takes students' opinions seriously* (S2043)	94%	96%	88%
student behaviour is well managed at their school* (S2044)	79%	90%	85%
their school looks for ways to improve* (S2045)	92%	99%	94%
their school is well maintained* (S2046)	87%	95%	95%
their school gives them opportunities to do interesting things* (S2047)	91%	99%	98%

<b>Performance measure</b>			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		98%	100%
they receive useful feedback about their work at their school (S2071)		98%	95%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		97%	100%
staff are well supported at their school (S2075)		98%	100%
their school takes staff opinions seriously (S2076)		98%	100%
their school looks for ways to improve (S2077)		98%	100%
their school is well maintained (S2078)		92%	93%
their school gives them opportunities to do interesting things (S2079)		98%	98%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Parents are involved in their child's education at the earliest opportunity.

An enrolment interview for new students is conducted upon entry into the school with new families encouraged to revisit the school as required to ensure a smooth transition for new students.

Parent information and education sessions were conducted for in-coming Prep students. The Support-A-Reader program was a major focus activity.

Parents are welcome to assist in classrooms. Many opportunities also arise for parents to join in activities such as Under 8's day, Easter Bonnet parades, school assemblies and year level culminating activities.

Each sector holds a culminating day each term for parents to attend. This can be a relaxed sharing of work or a formal presentation of activities completed through the term.

An increasing number of parents attend school assemblies and special events. Special events include School Leader Presentations, Harmony Day, ANZAC Day ceremonies, Queensland Day events and the presentation of special certificates and pins to acknowledge good behaviour. Sports Days and Music events attract a large number of parents and grandparents.

Large numbers of parents attended the various activities throughout 2013.

Formal interviews are held bi-annually but all teachers make themselves available for informal meetings when needed to discuss any issues impacting on the student.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Every effort is made to reduce use of water and electricity other than for what is really needed. Watering of the grounds is kept to a minimum and water saving devices have been fitted to all service blocks. Lighting is kept switched off when not required and air-conditioning is only used when needed. Selected classes run information campaigns at various times of the year to highlight the need to reduce our environmental footprint. Solar panels have been fitted and a number of tanks are in use for gardening. New buildings are tank fed and automatic lighting has been installed.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	232,096	3,333
2012-2013	216,312	2,749
2013-2014	210,463	3,684

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.

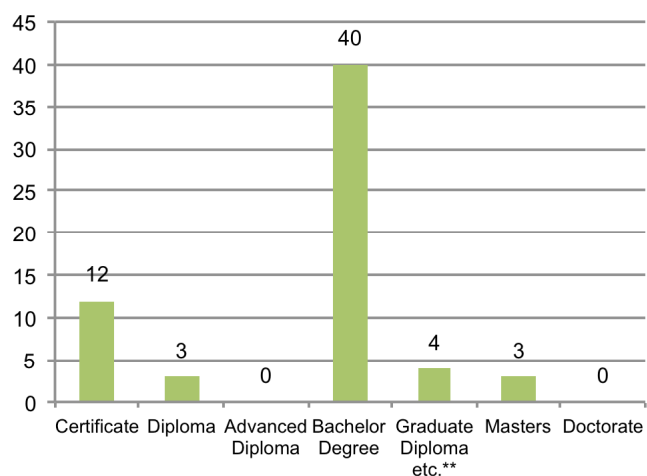
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	58	24	0
Full-time equivalents	48	16	0

## Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	12
Diploma	3
Advanced Diploma	0
Bachelor Degree	40
Graduate Diploma etc.**	4
Masters	3
Doctorate	0
<b>Total</b>	<b>62</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$15356

The major professional development initiatives are as follows:

- Literacy training for all teachers – planned literacy blocks
- Numeracy strategies
- Moderation
- Words Their Way Spelling
- Higher Order Thinking
- Behaviour Management
- Curriculum Planning

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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 2014 school year.

## School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

## Performance of our students

## Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	91%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

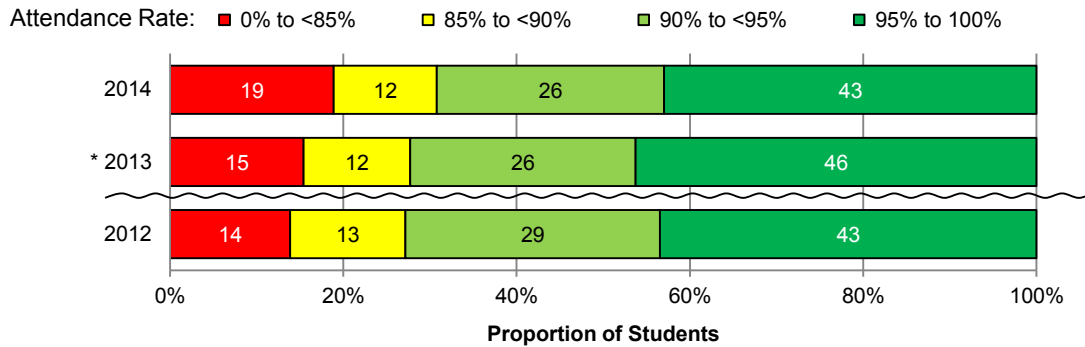
## Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	92%	93%	91%	93%	93%	93%					
2013	91%	92%	92%	92%	92%	91%	91%					
2014	91%	91%	93%	93%	92%	92%	90%					

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

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.

Rolls are electronically marked by 9.00am daily. If a child has an unexplained absence for 4 consecutive days parents/carers are contacted.

Staff conduct a quarterly review of all students' absences to check long periods of absence can be verified.

The Administration Team maintains support for families experiencing difficulties which affect attendance.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

A dedicated team is being created in 2015 to close the gap between indigenous and non indigenous students in all areas of learning and engagement in school life.