



Robertson State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Robertson State School is a niche primary school located in an attractive setting on the south side of Brisbane. It is a coeducational school of approximately 715 students from Prep to Year 6. The school is enrolment managed and has a waiting list for student entry. The school motto, Achievement Through Effort, and vision, Creating Brighter Futures Together, have resulted in a caring and supportive community embracing diversity and celebrating multiculturalism. Since the opening of Robertson in 1980, the school has built a strong reputation of excellence in behaviour, uniform presentation and academic achievement. The school pedagogy around 'gifted education' is underpinned by differentiation and developing higher order thinking skills. Students are also encouraged to be autonomous learners. The school's strategic direction in digital futures is supported through a dedicated Bring Your Own Device (BYOD) iPad initiative in all classrooms from P-6 and a well-resourced Science, Technology, Engineering and Mathematics (STEM) program. The progressive introduction of the Australian Curriculum in English, Mathematics, Science, Humanities and Social Science, Technologies and Languages, provides consistent and sequential learning and reporting. Robertson has an outstanding classroom music program, three choirs, two bands and three levels of string ensembles. Fitness is promoted through an Active School Travel program, a comprehensive physical education program and competitive sports. A dedicated gymnastics facility brings another area of excellence for the school, nurturing many state and national champions over the years. Parents take an active part in the life of the school through the Parents and Citizens Association, parent classes and curriculum support groups as well as the School Council.

Principal's Foreword

Introduction

This report articulates the achievements of Robertson State School during 2016. It outlines the goals that were set in 2016 from the strategic and annual plan and the school's achievement in relation to these goals. Robertson State School continues as a school of excellence in the delivery of academic, music and cultural education. It enjoys a strong reputation in the local community and it is a preferred school for enrolment.

In 2016 the implementation of the Australian Curriculum continued with the embedding of Geography and ongoing review of curriculum units in History, English, Mathematics and Science. Gifted Education and Digital Futures continued as the school's focus supporting high academic performance, high standards of behaviour and improved pedagogy. The school achieved above the National Mean in National Assessment Program - Literacy and Numeracy (NAPLAN) with significant improvement in the 3-5 cohort in Reading, Writing and Numeracy.

In 2016 the school expanded its Language Other Than English (Chinese) teaching program to incorporate the teaching of LOTE in the early years. The school began the development of its International Programs forming a sister school relationship with Zhenjiang Jiefang Road Primary School in Jiangsu Province, China.

Extra curricula activities in music, sport and chess featured strongly, with the choir recognised for outstanding performances in eisteddfods and string ensembles, and bands performing with excellence in Choral Fanfare. The choir also participated in Creative Generations. Robertson participated strongly at interschool sport Gala Days and in District Athletics and Cross Country. The school was represented in athletics, cross country and swimming at a regional level and in swimming at state level.

As an Independent Public School, more flexibility was afforded in developing a workforce plan which allowed for the employment of an expert staff in digital technology and language as well as the employment of support staff in learning support.

School Progress towards its goals in 2016

Goals	Progress
<p>Reading and Writing</p>	<p>Reading - Further development of a consistent approach to teaching reading in P-6. Introduction of Synthetic Phonics program in Prep. Literacy blocks worked on high impact instruction models for teaching reading using the gradual release pedagogy. The Master Teacher coached teachers in analysing class data and setting class and individual student reading goals. This is ongoing.</p> <p>Writing - Everyday writing was embedded. Deputy Principal and Head of Curriculum were upskilled in leadership of a whole school model for the teaching of writing. Whole class and individual writing goals developed. Writing moderation refined for consistent standards. This is ongoing.</p>
<p>Australian Curriculum Implementation</p>	<p>Curriculum – Music and LOTE introduced. Preparation for introduction of Digital Technologies introduction. Reviewed Curriculum into the Classroom (C2C) units for English, Mathematics, Science, History and Geography to further refine lesson plans and assessment.</p> <p>School Assessment and Reporting Framework - Further refining of moderation processes and assessment instruments undertaken. This is ongoing.</p> <p>Resourcing of new curriculum area - Increased the library collection to resource English, History and Geography units. Science and Mathematics resources were also purchased to support C2C units. This is ongoing.</p>
<p>High Quality Teaching Practices</p>	<p>Pedagogical Plan - Continued to refine the Pedagogical Plan. Marzano mentoring/coaching team received further professional development. Coaching of teachers commenced through instructional rounds.</p> <p>Evidence based decision making - Teachers continue to analyse data to track students and respond with differentiated teaching practice. Developing effective ways to give feedback to students is ongoing. Review of Fast for Word cognitive development program for identified learning support students.</p> <p>Digital Futures – Introduction of the whole school Bring Your Own Device (BYOD) iPad program. Increased resourcing of digital tools to support the introduction of Australian Curriculum Digital Technologies. Coding and robotics units trialed in</p>

	<p>classrooms. This is ongoing.</p> <p>Gifted Education – Continued refinement of multi-aged curriculum. Continued Gifted Education Mentor training for teachers and induction of new teachers in gifted education. This is ongoing.</p> <p>Outdoor Education – Four year level camps and 20 curriculum excursions undertaken. Review of procedures around choice of venues and teaching methods continues.</p>
Transitions	<p>Pre-prep to Prep Transition - Cluster embedded with Early Learning Centres and Sunnybank, Salisbury and Coopers Plains primary schools. Professional development on Age Appropriate Pedagogies and Australian Early Years Development Census (AEDC)</p> <p>Year 6 – Leadership development and enrichment programs refined in preparation for transition to high school.</p>
Sustainability and Environment	<p>Student involvement - Student leadership of the environment continued with a student council sub-committee established. Redesign and replanting of community garden and class projects in recycling continued.</p> <p>Efficiency - Strategies put in place to decrease electricity use with increases in the number of air-conditioned classrooms. This is ongoing.</p> <p>Water Conservation - Water bore established for the oval. Water harvesting continues with rain tanks.</p>
Workforce performance development	<p>Developing Performance Plans - Developing Performance Plans process for all staff reviewed. Collective professional development needs identified. This is ongoing.</p> <p>Literacy - Professional development for middle management and for year level teacher teams (teachers and teacher aides) continues in Reading and Writing.</p> <p>ICTs - Professional development to show the versatile use of iPad to support teaching continued. Ongoing professional sharing of effective learning applications (apps). Teachers and students upskilled in cyber safety. Teachers upskilled in 1:1 Bring Your Own Device (BYOD) class environment.</p>
Productive partnerships with school community	<p>Pre-Prep - Pre-Prep to Prep transition cluster and Pre-Prep playgroup established.</p> <p>School Chaplain - Breakfast club and friendship</p>

	<p>groups ongoing.</p> <p>P&C - Continued with fund-raising activities (Spring Fest).</p> <p>OSHC - Outside school-aged care continued to grow the service for parents.</p> <p>Sponsorship and Promotion - Marketing and communication manager's role broadened. Work with parent reps to increase parent engagement continues. Expanding of sponsorship base to enhance innovation.</p>
Independent Public School (IPS)	Future Planning - Revised workforce plan to support Digital Futures and Languages Other Than English (LOTE) and International Programs for 2107.

Future Outlook

- Reading and Writing – 1-2% improvement in NAPLAN
- Pedagogy – 100% of teachers embed gradual release strategies from coaching program
- Digital Futures – review 100% of classes for bring your own device (BYOD): iPads as effective digital tools to enhance learning.
- Australian Curriculum – ongoing review of Curriculum into the Classroom (C2C) units and further refining unit planning and moderation processes. Prepare for Digital Technologies.
- Introduction of Age Appropriate Pedagogies in Prep
- Positive Behaviour for Learning – embed the consistent whole school approach
- Gifted Education – improved engagement of students who perform in the upper two bands on NAPLAN, enhance the higher order thinking models through enrichment and extension programs
- LOTE and International Programs – introduce Bilingual Program in Year 1. Begin the sister school exchange visits with Zhenjiang Jiefang Rd Primary School, Jiangsu Province, China
- Learning Support – review effectiveness of programs. Continue fine grained analysis of data to better identify learning needs for case management and in-class flexible groupings. Continue a team approach with English as an Additional Language/Dialect (EAL/D), Learning Support and Students with Disabilities (SWD)
- Sustainability/Environment – monitor electricity use, expand community garden and develop an historical walk
- Workforce Performance Development – review Performance Development Plan process and whole school professional development model.
- Productive Partnership with the School Community – Pre-Prep to Prep playgroup reviewed, Engaged with high schools in the Year 6 to high school transition and continue moderation with cluster schools. Working with traffic safety officers and Brisbane City Council to improve traffic safety and introduce Active School Travel.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	743	378	365	6	97%
2015*	719	363	356	6	96%
2016	713	355	358	9	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

The school is located in a high socio-economic area with approximately 30% - 40% of the students enrolled from outside of the catchment area. The school Index of Community Socio-Economic Advantage (ICSEA) from the MySchool website is 1132 (out of a possible 1200 in QLD) and compared with other schools it is in the 93rd percentile. The school is highly multi-cultural with over 40% of students identify with Chinese background. Other significant groups come from Indian, Vietnamese, Korean and Middle Eastern cultures. Approximately 60% of the students come from families where English as a Second Language is spoken at home. The school is located close to Griffith University and enrolls a significant number of dependant students of overseas parents undertaking post graduate study at the university. The school has a very small number (less than 1%) who identify as indigenous.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	24	25
Year 4 – Year 6	21	28	28

*

Curriculum Delivery

Our Approach to Curriculum Delivery

Our curriculum framework focuses on the Australian Curriculum for English, Mathematics, Science, History, Geography and the Queensland Studies and Assessment Authority Key Learning areas of The Arts, Technology and a Language Other Than English (LOTE). In Years P-6 the students learn Chinese as LOTE.

The ICT Coordinator works with teachers to help integrate technology into classroom lessons. The school has one 1:1 laptop classes in Year 6, and all other classrooms have a Bring Your Own Device 1:1 iPad environment.

The school employs an enrichment teacher to assist with the identification of gifted students and provides support programs and opportunities for those students. Organisational structures are in place to differentiate the curriculum to accommodate individual student learning needs. Differentiation also occurs across each year level in Mathematics from Year 2 to Year 6.

The school employs a music teacher four days a week and a highly engaging class music program is well loved by all children in the school.

Students who are working beyond Year 6 mathematics access independent units for extension. Multi-aged classes (2/3; 3/4; 5/6) include embedded practice to accommodate gifted students where compaction of the curriculum occurs for these advanced learners.

Students compete in team sports at inter-school competitions (Gala Days) each term. Students also participate in school athletics, and cross country events and swimming at district and regional competitions.

Co-curricular Activities

An extensive school excursion and camping program exists at the school. A trip to Canberra by the Year 6 students was a success and Year 4 and 5 students also attend camps at outdoor education centres. All year levels have at least one excursion each semester.

Other curriculum offerings include more than two-thirds of the school undertaking extra curricula music activities, with 25% playing orchestral instruments. There are two large un-auditioned choirs, three string ensembles and two concert bands.

Each year an Enrichment Day is organised for all students from Prep to Year 6. This is an opportunity for students to participate in activities that they might otherwise not have the chance to experience. These activities are led by classroom and specialist teachers as well as outside providers.

Students have the opportunity to learn chess and participate in interschool chess competitions. The number of school teams is increasing with Robertson one of the highest performing schools in the Metropolitan Region.

A suite of outside school hours activities/classes were undertaken for enrichment including gymnastics, piano/keyboarding, speech and drama, martial arts and science extension lessons.

The student leadership program offers opportunities for students to be involved in a student council, as well as captains of the various sports and musical groups and the three school Sports Houses - Angus, Duncan and Stewart. There are four school captains and six sports house captains. Two technology captains and student council has an environmental subcommittee which leads the student environmental program and Eco kids club.

How Information and Communication Technologies are used to Assist Learning

All teachers have access to a department funded Laptop and a school funded iPad which are used to enhance the delivery of the school curriculum. Teachers receive regular professional development to help them use their devices to support pedagogy. Each classroom also has an Interactive Whiteboard and the capability of projecting iPads onto them using AirServer installed on all teacher laptops. There are also 3 interactive TVs in the library, Learning Support and Special Education learning areas to support student learning and additional plasma screens in teaching and learning spaces throughout the school.

In 2016 Bring Your Own Device (BYOD) iPad program was introduced school-wide. This has significantly enriched learning and teaching opportunities with access to learning apps and internet research.

There are 2 sets of 28 laptops and 2 sets of 14 laptops around the school for classes to use along with 4 desktop PCs in all Prep – Year 3 classes.

The Wireless Upgrade Program was undertaken in 2016 providing wireless access points in all classrooms and learning areas including the activities hall, tuckshop, board room and support staff offices.

The ICT coordinator, alongside running professional development sessions for large groups of staff at staff meetings and student free days, is available for digital curriculum mentoring and 'point in time' professional development of teachers on a one-on-one and year level basis. They demonstrate effective use of digital tools with instructional teaching, and choice of learning apps in classrooms to improve student learning. Teachers are being instructed in using the SAMR Model which supports and enables teachers to design, develop and infuse digital learning experiences that utilize technology with the aim to improve student outcomes.

A robotics club was introduced for students in years 5 and 6 and competed in the First Lego League Competition in Term 4.

The school network is supported by a paid technician two days a week, a full time ICT coordinator and access to the Regional System Technician.

Social Climate

Overview

The school has a warm and caring social environment. The You Can Do It whole school social emotional program underpins the school's Responsible Behaviour Plan. The chaplain runs friendship groups and there is high participation in extra-curricular programs in sports, music and chess. The school takes a strong stance on bullying through its anti-bullying policies including the school rules of be safe, be respectful and be responsible. Year 6 and Year 5 student buddies care for the Prep and Year 1 students and all students are provided with strategies to keep safe and report bullying in the playground. 95% of students feel that they are safe at school and 99% of parents feel their children are safe at school. 87% of parents and 94% of students indicated that behaviour is well managed. 98% of parents indicated that their child likes to go to school. 97% of students and 100% of parents think that they are getting a good education at this school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	90%	100%
this is a good school (S2035)	90%	88%	97%
their child likes being at this school* (S2001)	98%	96%	98%
their child feels safe at this school* (S2002)	97%	92%	99%
their child's learning needs are being met at this school* (S2003)	90%	90%	99%
their child is making good progress at this school* (S2004)	93%	90%	99%
teachers at this school expect their child to do his or her best* (S2005)	98%	92%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	90%	95%
teachers at this school motivate their child to learn* (S2007)	92%	88%	97%
teachers at this school treat students fairly* (S2008)	88%	86%	94%
they can talk to their child's teachers about their concerns* (S2009)	94%	94%	100%
this school works with them to support their child's learning* (S2010)	89%	81%	95%
this school takes parents' opinions seriously* (S2011)	80%	71%	87%
student behaviour is well managed at this school* (S2012)	88%	84%	94%
this school looks for ways to improve* (S2013)	90%	81%	97%
this school is well maintained* (S2014)	86%	82%	92%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	98%	97%
they like being at their school* (S2036)	95%	99%	96%
they feel safe at their school* (S2037)	95%	98%	95%
their teachers motivate them to learn* (S2038)	98%	96%	94%
their teachers expect them to do their best* (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	94%	94%
teachers treat students fairly at their school* (S2041)	85%	93%	89%
they can talk to their teachers about their concerns* (S2042)	90%	90%	90%
their school takes students' opinions seriously* (S2043)	87%	90%	87%
student behaviour is well managed at their school* (S2044)	86%	89%	87%
their school looks for ways to improve* (S2045)	95%	97%	98%
their school is well maintained* (S2046)	92%	93%	87%
their school gives them opportunities to do interesting things* (S2047)	94%	97%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	86%	97%	98%
they feel that their school is a safe place in which to work (S2070)	91%	98%	98%
they receive useful feedback about their work at their school (S2071)	79%	92%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	85%	91%
students are encouraged to do their best at their school (S2072)	93%	98%	97%
students are treated fairly at their school (S2073)	93%	97%	98%
student behaviour is well managed at their school (S2074)	91%	92%	100%
staff are well supported at their school (S2075)	70%	89%	91%
their school takes staff opinions seriously (S2076)	68%	88%	84%
their school looks for ways to improve (S2077)	91%	95%	97%
their school is well maintained (S2078)	81%	91%	94%
their school gives them opportunities to do interesting things (S2079)	77%	88%	97%

* 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

Parents play a significant part in the education of their children both in volunteering and supporting their child's learning. Over 300 parents were involved in volunteering in 2016.

Parents participate in the school in many ways.

These include:

- Parents representative for each class, music and sport
- Working in the school tuckshop
- Attending P&C and School Council meetings
- Participating in parenting workshops
- Volunteering with support-a-reader
- Assisting with sports' coaching
- Transporting students to various school related activities
- Fundraising: especially in the school fete
- Attending parent information sessions
- Assisting with small group work in the classrooms
- Attending excursions

Parents also support their children by attending extra curricula activities. For example; choir and band performances, chess club, gymnastics and camps.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The introduction of whole school Positive Behaviour for Learning program in 2016 with school expectations of “Be Responsible, Be Respectful and Be Safe”. These are taught and modelled though all classrooms, play activities and playground spaces. The continuation of the Your Can Do IT social emotional program with the pillars of organization, confidence, resilience, and getting along provides lessons to build self-esteem and confidence to report violence. These programs also develop skills in conflict resolution.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	6	2	10
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school has developed policies to conserve energy and water. Electricity use has decreased with policies on air-conditioner use and the installation of energy efficient light bulbs. Water usage has also decreased with the use of water tanks and better maintenance of taps and toilets.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	203,936	2,622
2014-2015	221,120	1,964
2015-2016	193,926	1,602

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

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	50	32	0
Full-time Equivalent	43	18	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	9
Bachelor degree	36
Diploma	1
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 \$ 50 000

The major professional development initiatives are as follows:

- Reading and writing - literacy consultant demonstration lessons and small group feedback sessions
- Robotics and coding workshops
- Extensive 'point in time' technology upskilling in using iPads and learning apps
- Gifted education
- Pedagogical coaching and mentoring
- Teachers and leaders attendance at subject and leadership conferences
- First aid training

The proportion of the teaching staff involved in professional development activities during 2015 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%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% 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).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	98%	96%

*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%.

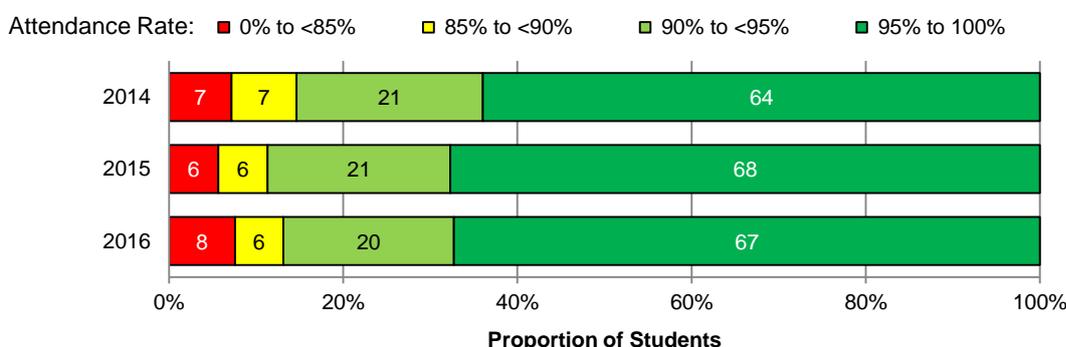
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	93%	95%	95%	96%	95%	95%	96%					
2015	96%	95%	95%	97%	95%	95%	96%						
2016	95%	94%	96%	95%	96%	95%	95%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

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Twice daily rolls are marked electronically. Students who are late to school have to sign in at the office. Parents are required to contact the school to notify of students absences via an absentee phone line. If parents have not contacted the school they are contacted by the school every school day. All reasons for absence are recorded. Each term letters are sent home to any parents with unexplained absences or if students have a pattern of being late to school.

NAPLAN

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

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

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

In review, the 2016 year was a successful year for the school with steady improvement in Numeracy and Literacy and parent satisfaction with the school. The school also lived up to its motto of 'Creating Brighter Futures Together' with significant innovations in technology, languages and international programs.