Principal’s foreword

Introduction

Welcome to Maidavale State School’s 2015 Annual School Report. Maidavale State School offers students a learning experience that is highly individualized to meet the needs of the learner. This report outlines the progress the school has made towards key priorities in 2015. The scope of this report includes:

- Curriculum offerings
- Progress made towards goals
- Student outcomes
- Student, parent and staff satisfaction
- Social climate of the school
- Parent involvement
- Staff composition, qualifications and professional development
- School environment footprint
- Outline the scope of what is contained in the report.

School progress towards its goals in 2015

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Action</th>
<th>Timeline</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole School Reading Plan &amp; Great Results Guarantee (GRG)</td>
<td>Whole school reading program implement with a focus on explicit teaching. In consultation with our Speech Language Therapist and Specialist Teacher Language and Numeracy we focused on analysing available data to monitor student performance and inform teaching practice. Implementation of the OLEY program and the purchase of reading resources to focus on oral language, phonemic and phonological awareness across the lower school.</td>
<td>Ongoing</td>
<td>Reviewed Implemented Embedded</td>
</tr>
<tr>
<td>Writing</td>
<td>Develop and implement short term data cycles. Utilised pre and post-tests to show improvement in writing (spelling, punctuation and grammar). Establish feedback cycles to improve student identified targets. Students used individual learning goals for reading and writing.</td>
<td>Ongoing</td>
<td>All students</td>
</tr>
<tr>
<td>Australian Curriculum implementation</td>
<td>Embed P-12 curriculum, assessment and reporting framework, to adopt and adapt the Curriculum into Classroom (C2C) for English, Mathematics, Science, Geography and History.</td>
<td>Term 1 Term 1-4 Term 4</td>
<td>Developed Implemented Embedded</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Provided professional development opportunities for staff to support the school’s improvement of reading and writing. Participate in Burdekin Professional Learning Community (PLC) and Moderation Sessions.</td>
<td>Term 4</td>
<td>100% Staff participation</td>
</tr>
<tr>
<td>Early Start Program</td>
<td>Implemented Early Start Program in Prep – Year 2 in Literacy and Numeracy to track and monitor student progress.</td>
<td>Ongoing</td>
<td>All Students</td>
</tr>
<tr>
<td>Bandscaling</td>
<td>Implemented Bandscaling for identified students</td>
<td>Ongoing</td>
<td>Implemented</td>
</tr>
</tbody>
</table>
**Future outlook**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Action</th>
<th>Timeline</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole School Literacy &amp; Numeracy Plan</td>
<td>Continue to implement Short Term Data Cycles and establish feedback cycles to improve student identified targets for learning. Identify and support at-risk students. Implement reading plan with focus on explicit teaching. Create a whole school document that outlines how English and Mathematics is taught at Maidavale State School</td>
<td>Week 5 &amp; 10 of each Term</td>
<td>All students</td>
</tr>
<tr>
<td>Early Years (Prep – Year 2)</td>
<td>Continue to embed and focus on metalinguistic, phonological and phonemic awareness in the early years. Continue to implement Early Start Literacy and Numeracy materials for students in Prep to Year 2</td>
<td>Ongoing</td>
<td>All Staff</td>
</tr>
<tr>
<td>Shared understanding of Data Literacy for all staff</td>
<td>Develop a shared understanding of ‘data literacy’ and support teachers to effectively use data to inform teaching. Upskill teachers in the use of OneSchool to record student data. Build staff capacity to analyse student data to inform student improvement.</td>
<td>Ongoing</td>
<td>All Staff</td>
</tr>
<tr>
<td>Continued implementation of Australian Curriculum in Coding of Digital Technology</td>
<td>Implement coding within the Digital Technology across the Year levels.</td>
<td>Ongoing</td>
<td>All Staff</td>
</tr>
</tbody>
</table>

**Our school at a glance**

**School Profile**

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Feb – Nov)</td>
</tr>
<tr>
<td>2013</td>
<td>23</td>
<td>9</td>
<td>14</td>
<td>5</td>
<td>80%</td>
</tr>
<tr>
<td>2014</td>
<td>16</td>
<td>4</td>
<td>12</td>
<td>4</td>
<td>65%</td>
</tr>
<tr>
<td>2015</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>4</td>
<td>80%</td>
</tr>
</tbody>
</table>

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 2015, 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:**

The Maidavale State School community consists of 10 students from 6 families the Burdekin District. Two of our students live in the Maidavale catchment area and the remainder reside in Ayr and Airville. Families attending Maidavale from outside the catchment area attend because Maidavale State School parents prefer the small, supportive and positive learning environment offered by Maidavale SS. All students travel to school by car. 40% of our students are of Indigenous background.

Maidavale State School provides approximately 1:3 teaching staff to student ratio. In partnership with BBIFMAC (Burdekin Bowen Integrated Floodplain Management Advisory Committee) we sustain the local environment through the breeding of Salvinia weevils to control pests in local waterways.
**Average class sizes**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td>19</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
<th>2013</th>
<th>2014*</th>
<th>2015**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td></td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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.

**Curriculum delivery**

**Our approach to curriculum delivery**

We offer all key learning areas to students. In addition we offer:

- LOTE Japanese for Year 5-6 conducted online from Charters Towers School of Distance Education
- Utilise a variety of ICT to enhance learning
- Interact with students from other schools in academic areas
- Science Camp Year 3 – Year 6

**Extra curricula activities**

- Provide opportunities for Year 5-6 Students to participate in interschool sport
- Involvement in the Premier’s Reading Challenge
- Participation in locally run performing arts competition, Burdekin Festival of Arts
- Participation in ICAS (International Competitions and Assessments for Schools) Competitions
- Participation in sporting carnivals organized by Burdekin Primary School Sports Association
- Sustainability projects

**How Information and Communication Technologies are used to improve learning**

Maidavale State School has one laptop computer for every child, as well as 4 iPads. All students have access to either a data projector or an interactive touchscreen television. The school subscribes to Mathletics and Reading Eggs as part of the literacy and maths program. The students have access to the Learning Place to engage in learning objects, online resources and web conferencing.
Social Climate

The annual School Opinion Survey of Parents, Staff and Students rate Maidavale highly in all social climate areas. Maidavale parents believe that we provide a place that ‘feels safe’ and that ‘their child is being treated fairly’. Students believe that ‘their teachers provide them with useful feedback about their school work’ and that ‘they can talk to their teachers about their concerns’. Staff believe ‘student behaviour is well managed’ and that Maidavale State School ‘looks for ways to improve’. Maintaining continual contact with staff, students and parents is a key link in achieving our high status in this area.

Kids Matter is an organisation which has helped us develop a better environment for our students. The meetings organised by this organisation have enabled Maidavale staff to meet with parents from our school and a neighbouring school to share ideas. Maidavale uses two programs to enrich student’s self-efficacy: Program Achieve - You Can Do It and Friends.

Parent, student and staff satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child likes being at this school (S2001)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child feels safe at this school (S2002)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child’s learning needs are being met at this school (S2003)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child is making good progress at this school (S2004)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best (S2005)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work (S2006)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn (S2007)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly (S2008)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>they can talk to their child’s teachers about their concerns (S2009)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school looks for ways to improve (S2013)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school is well maintained (S2014)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>they like being at their school (S2036)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>they feel safe at their school (S2037)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers motivate them to learn (S2038)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers expect them to do their best (S2039)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work (S2040)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school (S2041)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns (S2042)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their school takes students’ opinions seriously (S2043)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2044)</td>
<td>91%</td>
<td>75%</td>
<td>100%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2045)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained (S2046)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2047)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</td>
<td>DW</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

* 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

**Parent and Community Engagement**

Maidavale State School involves parents in their child’s education by providing oral reporting twice a year or at any time a parent wishes to talk about their child’s education. We do appreciate our parents and carers being heavily involved with items set for homework and their involvement in special occasions.

A Fancy Dress Ball is held in September and a school concert at the end of the year. At the end of each term staff, parents and students are invited to bring a plate of food, share lunch and celebrate the term’s achievements.

The P&C support school events by providing food and supporting their children in performances, displays and ceremonies. The P&C also assist with tuckshop, school events and general school maintenance.

A school newsletter is sent home each fortnight and is placed on the school website. Each week a student or students’ names are placed in the congratulations section of the newsletter for special mention. Where possible we try to have information about our school placed in the local papers. We also display on our noticeboard items from the local papers showcasing our students’ successes.

The school noticeboard displays weekly events to remind staff, parents and students of their week ahead.
Reducing the school’s environmental footprint

Solar panels and the use of natural breeze rather than air conditioners have assisted the school to reduce our electricity consumption. Rain water is used for our garden. Our waste is continuing to be reused. This has been achieved by recycling most paper and cardboard and we compost vegetable matter.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>9,132</td>
<td>444</td>
</tr>
<tr>
<td>2013-2014</td>
<td>8,397</td>
<td>493</td>
</tr>
<tr>
<td>2014-2015</td>
<td>6,158</td>
<td>304</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>2015 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

In 2014 Maidavale State School had one full time teacher and a part time teacher for one day a week. These teachers were supported by three aides. This allowed us to have approx. 3 adults involved in supporting our students to learn for at least 80% of the school week. The school also has an Administration Assistant for two days a week, a cleaner and a casual grounds man.

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>2</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $10,693.00.

The major professional development initiatives are as follows:

- **Office/OneSchool** – Budget Workshop
- **Teaching & Learning** – Leading Quality Teaching and Learning, Lyn Sharratt, Dr Anita Archer, District Moderation Sessions,
- **English** – Sigh Sound Phonics (SSP), Guided Reading, Next step to Guided Reading, Prep language and Literature, Teaching Diverse Learners (Year 1 – Year 2), Teaching Writing (Year 1-2), STRIVE
- **Other** - Burdekin PLC (Professional Learning Community) Meetings, ARD (Assistant Regional Director) Meetings, Peer Review Training, Principals' Forums, Principals' Conference

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

### Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>99%</td>
<td>98%</td>
<td>98%</td>
</tr>
</tbody>
</table>

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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/](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

Where it says ‘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.
Performance of our students

Key student outcomes

### Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>94%</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td>The attendance rate for Indigenous students at this school (shown as a percentage).</td>
<td>94%</td>
<td>98%</td>
<td>90%</td>
</tr>
</tbody>
</table>

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>93%</td>
<td>96%</td>
<td>98%</td>
<td>98%</td>
<td>90%</td>
<td>95%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>98%</td>
<td>99%</td>
<td>DW</td>
<td>96%</td>
<td>97%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>DW</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

**Attendance Rate:**
- 0% to <85%
- 85% to <90%
- 90% to <95%
- 95% to 100%

**Proportion of Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>8</td>
<td>8</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>2014</td>
<td>5</td>
<td>8</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>2015</td>
<td>10</td>
<td>20</td>
<td>50</td>
<td>20</td>
</tr>
</tbody>
</table>

### 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 Enrollment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism. Our roll is marked electronically at 9:30am and again at 1:30pm. A hardcopy of the roll is also maintained daily. Parents are required to sign their children in and out using the ‘student arrival and departure book’ at the front door when arriving late or departing early.
We work with our parents to ensure that all students are able to maximise their education. If a child is away for longer than two days, we will ring the parents to find out the reason for absence and we will see if we are able to supply educational support in certain situations. All students are required to bring a note if they are absent and we encourage parents to contact us if their child is going to be away.

In addition, key strategies are used to encourage school attendance. The current attendance rate is stated in each newsletter as well as the notice board. We continually include in the newsletter reasons for why attendance at school is important and encourage parents to work with us if there are family problems or sickness. Our parents are aware of the impact time loss may have on a child’s learning, as we include information about the accumulative effect of time missed in the fortnightly newsletter throughout the year. At the end of each term students with high attendance rates are rewarded with a certificate and prize.

**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/](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**

![Find a school form](image)

Where it says ‘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.