Principal’s foreword

Kenilworth State Community College is a small school in the Sunshine Coast hinterland. We are proud of our school and the achievements of our students. We have a friendly, welcoming school environment where our students are our top priority.

This report outlines some of the achievements our school has made in 2012 as well as providing information about where the school is heading in the future. The data in this report relates to student performance, client satisfaction, attendance, the satisfaction of our workforce and the school community as well as sharing the range of opportunities that Kenilworth State Community College offers our students.

Our school is a small school of 55 students. At our school we focus on the attainment of quality educational outcomes for all of our students. As a school community we take shared responsibility for the progress of our students and continually review what we are doing to ensure that we are doing the best we can for each and every child.

Our school vision is to provide a high quality education that makes a positive difference in the lives of our students. We equip our young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

With the assistance of our P&C and the local Kenilworth community we are able to offer our students a broad range of experiences beyond those normally available in our small, rural community.

This report outlines our progress towards our goals for 2012, including achievements for 2012 in academic areas using data gathered from school and systemic data sets, including the National Assessment Program – Literacy and Numeracy (NAPLAN) results in reading, writing, spelling, grammar and punctuation, and numeracy for Years 3, 5, and 7.

School progress towards its goals in 2012

Kenilworth State Community College’s strategic goals for 2012 were:

- Development of a Framework for the Teaching of Reading
- Numeracy
- ACARA and C2C implementation
- The Art and Science of Teaching
- Community Engagement
The school made significant progress toward the strategic goals for 2012 by undertaking the following actions:

**Reading Framework**
- The Reading Framework was collaboratively developed and implemented in term 1 2012. Classroom reading practices were restructured where necessary to reflect the framework.
- NAPLAN data was analysed to identify areas of strength and concern to ensure focused teaching and learning can occur in classrooms to close gaps in procedural and declarative knowledge. Our Support Teacher Literacy and Numeracy has begun working with our students achieving in the upper two bands of NAPLAN testing to develop their higher order thinking skills.
- All upper 2 Bands students from previous NAPLAN tests have participated in UNSW Testing program.
- Progressive Achievement Test – Reading (PAT-R) was put in place in all year levels. Students in years 2-7 complete the assessments in March/April and all students completed the assessments in in September.
- Data from the PAT-R was used to target areas of need for individual students.

**Numeracy**
- Progressive Achievement Test – Maths (PAT-M) was put in place in all year levels. Students in years 2-7 complete the assessments in March/April and all students completed the assessments in in September.
- Data from the PAT-M was used to target areas of need for individual students.

**ACARA/C2C Implementation**
- Teachers in all classrooms worked collaboratively to implement the national curriculum in English, Mathematics and Science, via the use of the Curriculum into the Classroom materials.

**Pedagogical Framework**
- We began working with the schools within our cluster to adopt a pedagogical framework for all of our schools. Discussions centred on the Art and Science of Teaching, Visible Learning and the AITSL professional standards for teachers. The North Coast region has identified the Art and Science of Teaching as the preferred pedagogical framework for schools in our region. We will be working with the other band 5/6 schools within the North Coast Region in 2013 to begin the process of training our staff in the Art and Science of teaching as we implement this as our pedagogical framework.

**Community Engagement**
In 2012 Kenilworth State Community College worked extensively towards engaging our community and ensuring that we are able to be the first choice school for students and families in the Mary Valley. In 2012 we:
- Clearly articulated information about school programs and positive results of students to the whole community
- Initiated positive and regular communication about student behaviour to parents
- Held a celebration day for volunteers
- Upgraded our school website as part of the website for schools program to enhance our first point of contact for current and prospective parents
- Continued to support the Kenilworth Earlybirds Playgroup as a first point of contact for young families in the area to promote enrolment at Kenilworth SCC
- Began regularly submitting articles to local media outlets to enhance our schools profile in the local and broader community.
- Worked the P&C to host our first annual Kenilworth SCC Art Show

**Future outlook**
The Priorities for Kenilworth State Community College in 2013 are outlined below:
DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting
2012 School Annual Report

Flying Start initiative
- Liaise with feeder Secondary Schools
- Develop protocols around leadership arrangements re 2014 (School Captains, House Captains, Camps and Graduation ceremonies)
- Develop a communication strategy with community regarding relevant changes
- Commence the development of strategies concerning staffing and resource allocations

Parent and Community Engagement Strategy
- Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement
- Use multiple communication channels to communicate with parents eg email, SMS, telephone, web portal and letter
- Provide programs and opportunities for parents to build their capacity to support their child’s learning
- Actively seek and develop a wide range of community partnerships e.g. Centre Care
- Embed English, Mathematics and Science (National Curriculum) using the C2C resource in a multi age setting ensuring alignment with community expectations.
- Trial History using the C2C resource in a multi age setting
- Familiarise staff with the subject Geography using the C2C resource in a multi age setting during term 4 2013

Literacy Priority
- Develop a shared understanding and pedagogical practice of the 5 reading procedures ie
  1. Reading Aloud to students;
  2. Modelled reading;
  3. Shared Reading;
  4. Guided Reading;
  5. Independent reading.
- Continue the use of a variety of teaching processes and resources e.g.; QAR
- Embed comprehension strategies (Sheena Cameron – 9 key strategies) into the reading procedures
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback
- Ensure early processes are in place to identify possible U2B students (Processes to commence in Prep).
  Put in place strategies to cater for these students e.g. differentiated processes to explicit teaching
- Implement The Sound Way program across Prep-7

Numeracy Priority
- Develop lesson introductory routines that address key aspects of number as identified through NAPLAN and internal data sources i.e. PAT M. ASoT Design Question 6 and some of Design Question 3
- With PEAAC support and cluster opportunities (Networking with small and larger schools), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Ensure a range and balance of assessment tools are being used (diagnostic, formative and summative) to support quality teaching and reporting. ASoT Design Question 1.

Art and Science Of Teaching
- Develop and implement an overarching Curriculum Framework based on ASoT
- Investigate and begin to implement questions 1 (What will I do to establish and communicate learning goals, track student progress and celebrate success) and 6 (What will I do to establish and maintain classroom rules and procedures) of the ASoT framework
- Engage in the 4 small school professional development days focusing on the implementation of ASoT
- Engage in your best practice network using ASoT as a reflective framework

Curriculum Teaching and Learning Audit
- Implement recommendations from previous audit
  - An Explicit Improvement Agenda
    - Accompany the school improvement agenda with clear, explicit school-wide targets and achievable timelines about specific aspects of the improvement agenda of reading and spelling.
Review the school improvement plan to ensure that targets are set and actioned and they reflect improvements the school wishes to see in student behaviours and outcomes.

Continue to use research evidence to reflect on the school improvement agenda and to investigate strategies to achieve further improvement.

Formally link school improvement in student learning with ongoing improvements in pedagogy.

Continue to celebrate successful teaching and learning improvements of the school and of individual students.

Continue to develop capacity among staff members to undertake leadership roles in the implementation of the improvement agenda.

Further develop teachers acceptance of responsibility for the changes in their practice required to achieve school targets and use data on a regular basis to monitor the effectiveness of teacher efforts to meet those targets.

### Developing Performance Framework

- Embed in term 1 the DPF with all staff (teaching and non-teaching) ensuring an alignment to school priorities and individual needs. Consultation and feedback structures are in place and occur in a timely manner (Once a term)

### Internal Audit

- Implement strategies to fulfil internal audit requirements and recommendations
  1. Where a sole supplier or exemption situation exists, please ensure that the SPS003 form (Exemption from Competitive Process or Limited Tender) is completed.
  2. Please ensure for contractors that:
     a. Current trade registration as applicable (Centre paid) is noted as having been sighted e.g. Construction Blue Card
     b. Current insurance/public liability policy (Centre paid) is noted as having been sighted
     c. Child Protection training (issued with Child Protection fact sheet) is issued and evidenced as received
     d. Training or information on Emergency Evacuation Procedure is issued and evidenced as received
  3. Please ensure that a Risk Assessment and subsequent school security audit is completed and documented at least once every two years
  4. It is recommended that all training provided to employees be recorded
  5. Please ensure that documentation is completed to show how excursion costs were calculated. Reconciliation should be completed after every excursion to determine whether there has been a profit or a loss. Documentation of reconciliation should be filed with the variation documentation. Where a profit is made, a refund must be given to parents where the profit is significant. Where a loss is made, the loss must be covered by an expenditure cost centre.
  6. It is recommended that the Chaplaincy policy be reviewed to ensure school is complying with its responsibilities and procedures.
     Please ensure that:
     a. The school obtains (and includes in the enrolment package) a consent form for Voluntary Student Participation in Program of Chaplaincy Services
     b. Parental consent is obtained, documented and retained for any ongoing one-on-one meetings with students by the Chaplain
  7. Please ensure that:
     a. The school develops and implements a complete and systemic process to ensure that all State school employees (i.e. Education Queensland employees and non-departmental employees), short-term contractors working on a school site, volunteers and regular and on-going visitors have been inducted in Education Queensland's Student Protection policy and procedure.
     b. Student Protection processes have been embedded in all risk assessments
Our school at a glance

**School Profile**
Coeducational or single sex: Coeducational  
Year levels offered in 2012: Prep - Year 7  
Total student enrolments for this school: 53

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>66</td>
<td>32</td>
<td>34</td>
<td>91%</td>
</tr>
<tr>
<td>2011</td>
<td>57</td>
<td>25</td>
<td>32</td>
<td>98%</td>
</tr>
<tr>
<td>2012</td>
<td>53</td>
<td>22</td>
<td>31</td>
<td>94%</td>
</tr>
</tbody>
</table>

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

**Characteristics of the student body:**
The majority of our students are drawn from outlying rural areas around Kenilworth, with around 20% of our students living in town of Kenilworth. They come from varied social backgrounds with parent occupations ranging from farming and construction to business owners. Kenilworth State Community College has a small population of Aboriginal and Torres Strait Islander students.

**Average Class sizes**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>21</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>16</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>1</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

**Curriculum offerings**
Our distinctive curriculum offerings
Our school values student achievement in all aspects of the curriculum; academic, cultural and sporting. We encourage our students to achieve their best at all times in whatever they are attempting. As well as the Key Learning Areas, Kenilworth State Community College offers:

- Instrumental Music
- Higher Order Thinking Group that is focused on developing partnerships between students and community groups
- Year 7 Student Leadership program including an extensive transition program to Maleny State High School
- Small School Sports – Small School competitions in various sports and games as well as cross country, athletics, swimming and ballgames
- School camping program for all students

**Extra curricula activities**

- Our school offers after school sporting activities through the Active After School Communities program.
- Our students are offered opportunities to participate in external academic competitions.
Our school at a glance

- The school also participates in a number of community events, excursions and enrichment programs

How Information and Communication Technologies are used to assist learning
Kenilworth State Community College has an excellent student to computer ratio, iPads for all staff and a bank of iPads for use in classrooms. We have computers located in all of our classrooms and have two computer labs. All of our computers are fully networked allowing access to the internet.

All of our classrooms and music rooms are equipped with Smart Boards, data projectors and sound systems.

Our teachers incorporate ICTs into the curriculum with students building their skills as they move through the school. Children access programs that help develop fine motor control, problem solving, thinking skills and cooperation. They write stories, undertake research, create digital stories and present items for assessment in a variety of ways using various programs.

Our teachers undertake ongoing professional learning attending seminars and workshops designed to enhance teachers’ skills and pedagogical practices in incorporating ICTs into the curriculum.

Social climate
Our staff, P&C and community volunteers have worked hard to develop a caring, supportive community environment. Our Responsible Behaviour Plan for students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and a safe, supportive and respectful learning environment is maintained for all students. In 2012 82% of our students were satisfied that they were safe at this school.

Our school chaplain works at the school for 2 days each week, supporting students and families social and emotional wellbeing. Our chaplain organises lunch time activities, coordinates the Active After School Communities Program and provides breakfast for students one morning each week.

The Kenilworth Earlybird Playgroup is an essential link with parents of children who are not yet at school age. The playgroup allows for parents to network and avail themselves of an excellent program to enhance their child’s social and learning development. This program is a vital service in our small community and builds relationships with parents before their children enter our school. Over the last few years it has proved to be a vital link between the school and the community and has directly resulted in an increase of enrolments in the early years, with 81% of our Prep enrolments in 2011 and 2012 having attended the playgroup.

We aim to provide a happy place for learning where each child can experience success.

At Kenilworth SCC we take a proactive approach to managing students behaviour and focus on rewarding students for positive behaviours.

Parent, student and staff satisfaction with the school
Generally speaking we have seen an increase in satisfaction levels of our parents, students and staff have been increasing since the 2010 school opinion surveys. Some key successes have been increases in:

- Levels of satisfaction with behaviour management have risen from 27% in 2011 to 90.9% in 2012.
- 100% of staff agree they have access to resources to do their job. Up 20% since 2011.
- 100% of staff agree the school is a well organised place to work. Up 14% from 2011.
- 100% of staff agree they are kept well informed. Up 14% from 2011.
- 92.6% of students believe they are getting a good education at this school. Up from 70% in 2011.
# Our school at a glance

## Performance measure (Nationally agreed items shown*)

**Percentage of parents/caregivers who agree that:**

<table>
<thead>
<tr>
<th>Item</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>81.8%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>90.9%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>90.9%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child’s learning needs are being met at this school*</td>
<td>90.9%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>90.9%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>90.9%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>90.9%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>90.9%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>90.9%</td>
</tr>
<tr>
<td>they can talk to their child’s teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child’s learning*</td>
<td>90.9%</td>
</tr>
<tr>
<td>this school takes parents’ opinions seriously*</td>
<td>100.0%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>90.9%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

## Performance measure (Nationally agreed items shown*)

**Percentage of students who agree that:**

<table>
<thead>
<tr>
<th>Item</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>92.6%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>89.3%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>82.1%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>82.1%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>89.3%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>89.3%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously*</td>
<td>96.4%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>82.1%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>96.4%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

## Performance measure (Nationally agreed items shown*)

**Percentage of school staff who agree:**

<table>
<thead>
<tr>
<th>Item</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>90.0%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.  
* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child’s education

We encourage all parents to take an interest in their child’s education. We believe that a positive partnership between parents and staff has a very beneficial effect of students’ attitudes to school and success in learning. Parents are encouraged to:

- Talk to teachers about their child’s progress at school through attending formal parent-teacher conferences and informal conversations as questions or interests arise.
- Read with their children regularly.
- Support their children with homework and assignment tasks and discuss with them what they are learning about at school.
Our school at a glance

- Help out at school; in the classroom, tuckshop, sporting events or other activities.
- Attend school parades and special occasions.
- Attend P&C meetings and assist in fund-raising activities.
- Read the newsletter and other correspondence from the school or from their child’s teacher.
- Speak to the class teacher or the Principal about any issues that may be causing concern.
- Train to deliver our Active After School Communities program.
- Assist in the tuck-shop, which is open three days per week.

Reducing the school's environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

The school has recently been able to upgrade our 4kW solar system to 6kW, which has enabled us to generate our own power, reducing our impact on the power grid. Staff and students are encouraged to minimise the use of electricity through minimising the use of air conditioners and lights and keeping air conditioners on 24ºC.

Greater care has been taken to reduce the use of water and we have installed a rainwater tank at our amenities block to be used for flushing of toilets and urinals.

The school has recently upgraded every light in the school to low wattage fluoro lights and receive funding to install automatic door closers.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>71,872</td>
<td>1,585</td>
</tr>
<tr>
<td>2010-2011</td>
<td>34,704</td>
<td>1,394</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1,452</td>
<td>1,083</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>7</td>
<td>9</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>4.2</td>
<td>5.1</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>7</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $4621. The major professional development initiatives are as follows:
- First steps in Reading
- Teaching of Reading Framework
- ICT in the Early Years
- Website for Schools training
- Curriculum into the Classroom
- First Aid

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance</td>
<td>94.4%</td>
<td>96.5%</td>
<td>95.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 76.2% of staff was retained by the school for the entire 2012 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

Search

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 web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school's entry web page. 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>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage). 88% 92% 90%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>88%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>Year 2</td>
<td>86%</td>
<td>90%</td>
<td>94%</td>
</tr>
<tr>
<td>Year 3</td>
<td>85%</td>
<td>90%</td>
<td>85%</td>
</tr>
<tr>
<td>Year 4</td>
<td>85%</td>
<td>88%</td>
<td>89%</td>
</tr>
<tr>
<td>Year 5</td>
<td>90%</td>
<td>96%</td>
<td>86%</td>
</tr>
<tr>
<td>Year 6</td>
<td>88%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Year 7</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
</tr>
</tbody>
</table>

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 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.

Our parents are very supportive in helping us by letting us know the reason for student absences. Rolls are marked by teachers at the beginning of the day once the class has settled and after the second lunch break.

Our phone number for parents to let us know the reason for student absences is in the school newsletter each week. We also have an absences form, which is completed when parents phone or call in at the office and is sent home to any parents who do not call in or phone.

The Principal monitors prolonged, frequent or unexplained absences and works with parents to ensure their children are attending school regularly.

If absences persist formal Education Qld procedures are followed with letters posted to parents notifying them of possible consequences of continued non-attendance. If necessary, the Qld Police Service and the Department of Child Safety are notified of continued nonattendance at school.

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.

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
Our school ensures that appropriate support is provided to all students, including our Indigenous students to help them achieve their full potential. Our aim is to have no the gap in student learning outcomes between that of Indigenous and Non Indigenous students.

Due to the small percentage of Indigenous students we are not able to report directly on student outcomes without potentially identifying the students.