Richmond Hill State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Richmond Hill State School is a state co-educational prep to year six school. For over 100 years the school has provided a comprehensive and quality education through a close working partnership with the community. Together we seek to prepare our students for further education and citizenship by the planned use of available resources. This is achieved by meeting our goals which are reviewed each year and strategically every three or four years.

Our core values at Richmond Hill State School embrace Respect, Excellence, Productive Partnerships, Accountability and Safe Environments. The school motto of You Can Do It: Play the Game focus on the key actions of Getting Along, Confidence, Organisation, Persistence and Resilience which is achieved by working together as a school family. Strong supportive relationships between school, staff and parents and the broader community is a tradition that has been forged year after year to nurture parental involvement and community engagement through the weekly Early Learning Program at Richie, Aboriginal and Torres Strait Islander Parent Group, P&C, Chaplaincy Program, Adopt-a-cop and Student Leadership Program. The shared leadership team includes the Principal, Deputy, HOC, STL@N and Indigenous Liaison Teacher-aides all working collaboratively with staff, parents and students in implementing the Richie Hill way that shares care, fairness and firmness that permeates school life and interactions in the playground and in the classrooms of the school family to improve student outcomes and social and emotional well being. The school drives forward through the use of diverse and dynamic school staff teams which include: Curriculum and Student Outcomes, Partnerships and Community, Technology and Digital Learning, Staff Development and Environments and Celebrations to achieve focus on key improvement goals each year. Successful curriculum teams established include P-3 and Years 4-6 enhance staff collaboration, staff knowledge, explicit instruction, coaching to enhance teaching and learning and the provision of differentiation to support student learning in the implementation of the Australian Curriculum. Curriculum offerings include a Swimming Program Year 1-6, LOTE Japanese Years 5 & 6, Instrumental Music Program, School Choir, Inter-school Sports and a School Support Team for Students which includes involvement from GO, STL@N, SWD Teacher, Deputy, Chaplain, SLP and AVT's. Successful academic, cultural and sporting achievements have included; Charters Towers Athletics,Cross Country and Swimming Champions, Charters Towers Primary School Concert Band Winners,VIBE Gold Medallist, Tournament of the Minds Regional Winners, and Under 11's ARL Challenge Winners. All highlighting both individual and team successes over the years by Richie Hill students. The school plays an important role in the Charters Towers community through opportunities and celebrations such as NAIDOC events, Charters Towers Eisteddfod, CT Early Childhood Network, ANZAC Day, Volunteers Day, CT Show, Country Music Festival, National Literacy and Numeracy Week, the School annual Fete and combined projects such as the Charters Towers Year 6 Brisbane Trip and CT Primary School Band.

School Motto – Everyone Successful Every day

The Richie Way
Know the Students
Know the Curriculum
Vary the Pathway

Our Schoolwide Positive Choices
I am Safe
I am Respectful
I am a Learner

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Introduction

This report seeks to provide a snap shot of our school in the areas of:

School Progress towards its goals in 2016

Future Outlook

School Profile

Curriculum Offerings

Social Climate

Parent, student and teacher satisfaction with the school

Parent Involvement

Staff composition

Teacher Qualifications

Expenditure on Professional Development

Staff Attendance

Staff Retention

Key Student Outcomes

Student Attendance

Student Achievement on NAPLAN Testing

School Progress towards its goals in 2016

- Improved Literacy (Reading and Writing) and Numeracy focus and results across all grades.

- Five week data Cycles to continued to improve Number facts skills and knowledge.

- Emphasis on improving reading levels targeting students below NQR benchmarks saw school wide improvement to have over 80% of students at NQR PM reading Benchmarks

- Transition to School with Pre prep communication with Kindergartens and Day Care centres regarding school expectations of students starting prep was embedded.

- Effective data analysis continued to drive planning

- Responsible Behaviour Plan was developed ready for implementation in 2017

- Continued focus on reading, writing and developing deep comprehension strategies to better understand texts

- Effective Feedback Strategies developed to assist communication to all stakeholders continued.

- Learning walls, Know and Do Tables,Roadmaps and higher order thinking strategies continued schoolwide with a focus on learning

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- Greater emphasis on peer coaching, walk throughs and mentoring
- Quality teaching and learning in classrooms in the Mathematics area was a focus that would continue into 2017.
- Explicit Instruction Model (Integrated into Gradual Release Model) of pedagogical practise remained the culture across the school
- Emphasis on peer coaching, walk throughs and mentoring continued
- Continued to develop effective planning, assessment and reporting strategies with the HOC that met needs of students and teachers
- Differentiation continued to be a school wide focus especially in planning and assessment.
- Implementation of the 2016-2019 Strategic Plan began successfully with many improvement strategies implemented.
- I4S funding improving School Based Data especially in the area of reading and assisting students with disabilities.

Future Outlook

- 85% of students achieve a C or higher in English, Maths and Science in every year level.
- Embed identified research – based high-yield strategies and develop a positive support culture between staff through the implementation instructional coaching, mentoring, observing and a feedback cycle using key staff as instructional leaders.
- All students can articulate what they need to know and be able to do to be successful in their assessment task.
- I4S funding improving School Based Data in Literacy (85% and NQR PM Benchmark targets) and NAPLAN (95% of Year 3 and 5 student achieve minimum standards)
- I4S Funding allocated to assist students who are verified and requiring extra support at classroom level
- Effective Feedback Strategies by students, teachers , admin are schoolwide practises
- Effective data analysis driving school Improvement.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	407	197	210	93	94%
2015*	382	181	201	88	89%
2016	356	173	183	82	92%

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

Richmond Hill State School caters for 5 to 12 years olds in the rural/provincial environment of Charters Towers. Predominant industries are grazing and mining. Charters Tower's community is the service hub of a community of approximately 9,500 people, located 138 kilometres west of Townsville in North Queensland.

Richmond Hill State School students come from wide variety of backgrounds. Approximately 21% of the population is indigenous and all students come from a rural background. Students from across the whole Charters Towers area attend Richmond Hill State School and our enrolments have been steady over the past 3 years.

 Our school community values cultural difference and ensure that all students participate actively in school life.

In 2016 Richmond Hill had 16 straight grade levels.

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	22	21
Year 4 – Year 7	24	25	24
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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Curriculum Delivery

Our Approach to Curriculum Delivery

- Strong School Focus on Literacy and Numeracy with a school wide reading program and Maths programs that caters for individual needs.

- A pedagogical framework that develops the whole child and caters for their learning needs. (The Richie Way is - Know the Students, Know the Curriculum, Vary the Pathway)

- While we deliver focused, explicit teaching in Literacy and Numeracy we also use integrated units of work which are multidisciplinary and raise the bar on intellectual rigor and teaching practices.

- Comprehensive School Wide Tracking system to monitor student progress in the areas of English and Mathematics.

- Focus on teachers developing there own units based on the Australian Curriculum in 2015

- Compliance with systemic planning, assessment and feedback

- Development of Strong Reading , Writing , Maths and differentiation culture within the school

- ICTs – Computer Lab, Interactive White Boards, Digital software, Ipads, Robotics, Computers and data Projectors in every classroom, Technology based resources

- Religious Education is offered to all students. It is non-denominational and is non - compulsory unless parents/carers provide a note requesting that their child/ren do attend. Students who do not attend weekly RE classes are supervised by teachers.

- Year 6 students attend an excursion to Brisbane each year.

- Students in P-6 access a specialist music teacher as part of The Arts curriculum but in addition, students in Years 4, 5 and 6 who perform to a prescribed standard on a musical aptitude test are invited to join the Instrumental Music Program, which is held in school time. This includes Woodwind, Brass and Percussion. This leads to being a member of the Richmond Hill Concert Band

- Our upper students have regular Sport practice and interschool competition. The students practice their skills in preparation for Carnival Days and weekly events, where the students travel to different venues to compete, in their chosen field, against teams from other schools. Sports include: Netball; Soccer; Touch Football; Cricket; League; Softball and AFL.

- Other sport options include Interhouse and Interschool Cross Country and Track and Field.

- The school has a clear and explicit assessment and reporting process. School-based assessment practices allow the school to gather data on students which drives curriculum planning and pedagogy.

- Specialist teachers and support staff provide educational programs in: Swimming, Physical Education, Instrumental Music, Music, Choir, LOTE – Languages Other than English (Japanese), Art, Artistic Endeavours - Showcase and Special Needs.

- Currently the school maintains a Head of Curriculum and Support Teacher Literacy and Numeracy who guides the development, adaptation, review and constant modification of programs. Teachers involved in the teaching process reflect on and utilise contemporary practices and are guided by feedback from parents, students and specialists.

Co-curricular Activities

Our school has a range of additional curricula services in a range of areas including:

- Student leadership

- Year 6 Brisbane Excursion

- High School Transition Days

- School Excursions

- Choir, Arts, Theatre, Drama, Verse Speaking, Eisteddfod, Discos, Themed Days, Country Music Festival, School Concerts, Arts Council, ANZAC Day Ceremonies and Marches, Under 8's Day, Gotcha Days,

- Interschool Sport, Athletics, Cross Country and Swimming

- NAIDOC Activities

- Art and Craft Classes

- Instrumental Music Program

- After School Active Sports Program

- Other competition opportunities include: Readers Cup, Eisteddfod, various competitions and school organised sporting and cultural competitions during the year.

- Gifted and Talented Education

- Specialist sport lessons from a variety of visiting sporting areas.

How Information and Communication Technologies are used to Assist Learning

At Richmond Hill, in accordance with Education Queensland's initiatives in ICT (Information and Communication Technology) - Smart Classrooms, has a strong commitment to the use of technology based resources and is advancing the delivery of pedagogy (teaching practices) and school operations in the digital form. All classes have **network computers** with **wireless access** to the World Wide Web. All class teachers utilise a **laptop, a data projector, digital camera, ziggy and an interactive blackboard to** assist instruction as part of Computers for Teachers (C4T) initiative. Most classes have access to Ipads and simple robotics programs and equipment. All classes have access to **on-line learning resources** through the learning place. Work through the BER – Building Education Revolution has provided for a **computer laboratory**.
Various teachers utilise a **virtual classroom** model. Each class has access to a **range of software** to provide broad and creative responses to curriculum initiatives.

Social Climate

Overview

Pastoral Care of Richmond Hill State School:

Our school has a strong focus on the development of the whole person and as such pastoral care forms an integral element of our school's culture and way of working. All teachers have strong engagement with the daily lives of our students and their families. The staff has also established a high standard for acceptable behaviour with admin support should it be required.

Richmond Hill State School also offers a more formal pastoral care program to students through guidance officer services, weekly religious education, a Chaplain that attends the school twice a week, an Adopt-a-Cop, Indigenous Liaison Officer and through liaison with local health, church and community agencies.

Bullying is not tolerated at Richmond Hill State School. There are processes in place within the responsible behaviour plan to minimise bullying and act accordingly should it occur.

In a small community like Charters Towers, all staff at the school have strong involvement with the daily lives of their students and their extended families. Richmond Hill State School offers pastoral care programs to students through our:

Guidance officer services, alternative education / behaviour management program, advisory visiting teachers (PI, SLP) for students with special needs and cluster arrangement for special needs.

Aboriginal and Islander Health liaison, weekly religious education, adopt-a-cop relationships, liaison with local health and community agencies, whole of school parade celebrations each Fridays from 9:00am, the school hosts a parent / teacher night in the first three weeks of the school year. Also at the end of each semester parent / teacher report interviews are scheduled.

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%	94%	95%
this is a good school (S2035)	94%	100%	95%
their child likes being at this school* (S2001)	100%	94%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	89%	91%
their child is making good progress at this school* (S2004)	100%	83%	95%
teachers at this school expect their child to do his or her best* (S2005)	94%	94%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	88%	95%
teachers at this school motivate their child to learn* (S2007)	94%	94%	95%
teachers at this school treat students fairly* (S2008)	94%	100%	82%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%	100%
this school works with them to support their child's learning* (S2010)	94%	94%	91%
this school takes parents' opinions seriously* (S2011)	88%	100%	95%
student behaviour is well managed at this school* (S2012)	94%	94%	86%
this school looks for ways to improve* (S2013)	100%	100%	95%
this school is well maintained* (S2014)	88%	100%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	95%	97%
they like being at their school* (S2036)	93%	92%	89%
they feel safe at their school* (S2037)	96%	95%	92%
their teachers motivate them to learn* (S2038)	95%	95%	95%
their teachers expect them to do their best* (S2039)	98%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	97%
teachers treat students fairly at their school* (S2041)	91%	86%	82%
they can talk to their teachers about their concerns* (S2042)	92%	88%	87%
their school takes students' opinions seriously* (S2043)	90%	86%	86%
student behaviour is well managed at their school* (S2044)	85%	80%	79%
their school looks for ways to improve* (S2045)	96%	97%	96%
their school is well maintained* (S2046)	94%	88%	93%
their school gives them opportunities to do interesting things* (S2047)	91%	92%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	80%	93%	86%
they feel that their school is a safe place in which to work (S2070)	92%	90%	91%
they receive useful feedback about their work at their school (S2071)	64%	86%	68%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	91%	91%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	92%	93%	86%
student behaviour is well managed at their school (S2074)	84%	93%	77%
staff are well supported at their school (S2075)	68%	86%	73%
their school takes staff opinions seriously (S2076)	71%	89%	67%
their school looks for ways to improve (S2077)	92%	93%	91%
their school is well maintained (S2078)	96%	93%	91%
their school gives them opportunities to do interesting things (S2079)	65%	86%	71%

* 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.

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Parent and community engagement

- **Education Week:** Each year, in education week, the school hosts a special morning tea to thank parent volunteers and hold a Parent/Student Footy Match.

- **P&C:** The School Parents and Citizens Association meets each month on the third Thursday. Issues and plans for the school are discussed and actioned. A Parents and Citizens Association representative is a member of both the Workplace Health and Safety and Local Consultative Committees.

- **Newsletters/Alerts:** Our weekly newsletter serves as our communication channel for operational matters in the school. This is conducted electronically with alerts also going home to parents on our Skool Bag App and access via school website.

- **Volunteers**: Parents are welcome members of our classrooms as volunteers, attend special events and regularly support our tuckshop.

- **Indigenous Liaison Officer: A** community support officer (indigenous) continues to support students, parents and staff. We also have a yarning circle several times a term

- **Special days:** Special events always provide opportunities for parent engagement at various levels.

- **Interschool Sport:** Parents are encouraged to support their children I (Netball, League, Touch, Soccer, Basketball, Swimming, Athletics).

- **Ceremonies:** Special Ceremonies (School Leaders Parade, ANZAC Day, Easter Parade, Country Music, Parade, Eisteddfod, Awards Parade, School Fete and Graduation Ceremony).

- **EL@R (Early Learning at Richie-Playgroup):** This service provides parents the opportunity to get together to nurture child development in the years before Preparatory school and to network and build lifetime friendships with others.

- **School Parade:** School Parades are held weekly on Friday from 9:00-9:30am. At each parade parents are encouraged to attend and watch their students receive awards and perform an item each term

- **Learning Support Plans/ICPs** – For students not reaching benchmarks in English and Maths, individual plans are developed by the teacher to support the student to reach their potential. These plans are shared/discussed with the parents to aligned what assistance can be given at home.

- **Educational celebrations:** Such as Education Week, Under 8's Day, ANZAC Day Service, QLD Day, Leadership Ceremony and other special events.

- **Tuckshop**: Parents are encouraged to give their time to assist in the school tuckshop which has a varied menu and is open 5 days a week.

- **Home Reading:** All parents are involved in our home reading program where students have books signed off at home and they try to achieve a Platinum Certificate by the end of the year (125 books)

- **Annual School Fete**

- **Information Nights:** Educational leaders provide presentations on how parents can assist their child in literacy and numeracy.

- **Daily Reading:** Parents assist teachers volunteering every day in the classroom for our Daily Reading Blocks.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. To promote and encourage the desired standards of positive behaviour, it is essential to communicate those standards to all students. At Richmond Hill State School, we recognise the importance of directly teaching students the behaviours we want them to demonstrate at school. It helps our school to create a positive learning environment by developing a proactive whole school system.

Our school community has identified the following schoolwide positive behaviours to help teach and promote our high standards of responsible behaviour:

- I am safe.
- I am respectful.
- I am a learner.

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Essential to effective learning is a safe supportive and disciplined environment that respects the following rights:

- The right of all students to learn.
- The rights of teachers to teach.
- The rights of all to be safe.

Staff members deliver elements of the Richmond Hill State School Gotcha Program each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules they can choose to give them a Gotcha Card or Ticket.

Weekly Awards are presented on parade by classroom teachers to recognise students' progress in all areas focusing on the 3 Schoolwide Positive Behaviour Choices. Some classrooms also have their own reward system. e.g. sticker charts/ homework hero, Richmond Hill State School Classroom Expectation Certificates.

Annual Awards are provided to students in the areas of Academic Excellence, Academic Improvement, Culture and All Round performance at a special parade at the end of the year. The awards may be provided to students who have made considerable progress in these areas, not necessarily for those performing at the highest level.

Lunchtime Activities Program – During the first lunch breaks, students are given the opportunity to undertake various board games, art and craft activities, sports training, Lego Club, Chess club and various social/sporting activities on the oval.

Our school also believes in the 5 Keys to Success for successful living and learning:

Getting Along   Persistence   Resilience   Organisation   Confidence

Underpinning these foundations are the core values of honesty, diligence, supportiveness, respect and initiative.
We believe that these values should be reflected in the behaviour of all members of our school community and that we should all be working together to develop strong student life and learning foundations. All students are provided with the opportunity to develop their full academic, emotional and interpersonal potential.

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	26	8	6
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
In 2016, despite drought conditions and extreme heat, Richmond Hill's environmental footprint was reduced significantly in water usage. Electricity usage was also reduced compared to the previous financial year. An electricity usage policy based around air conditioner usage and the reduction of sprinkler usage continue to be the keys to any reductions.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	129,172	0
2014-2015	133,697	
2015-2016		

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.**

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	25	18	<5
Full-time Equivalents	24	12	<5

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Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	
Graduate Diploma etc.**	2
Bachelor degree	12
Diploma	12
Certificate	

*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 $20252.14.

The major professional development initiatives are as follows:

- Problem Solving Numeracy P.D.
- STEM P.D.
- Austswim Training
- Thinking and Learning Conference
- Autism Workshops
- Learning Fairs
- Numeracy Workshops
- Age Appropriate Pedagogy Workshops
- Bronze Medallion – Life saving
- Classroom profiling
- Writing and Administering Tiered Numeracy Questions
- ICT Workshops
- CPR Training
- Future Schools Expo
- Leading Quality Learning and Teaching Workshops
- Cleaner Training
- Finance Workshops
- One School Workshops
- Budget Workshops
- First aid Training
- Gradual Release of Responsibility Model
- PM Running Record Training
- Teaching Comprehension
- Improving Formal Observations of teachers.
- Developing Literacy cycles
- 5 Week Cyclic Data development and analysis.
- Developing LS Plans and goal setting for students
- Data Analysis/ Unpacking the Australian Curriculum
- Handheld Devices ICT/ IPAD PD
- QTU Training
- Rehabilitation Workshop
- Planning Days with HOC
- Sports Coaching Training
- Responsible Behaviour Plan Development
- Kindergarten Transition Forums
- Formal observations, walkthroughs and professional feedback
- Developing Guide To Making Judgements (GTMJs)
- Townsville Forums
- Charters Towers Professional Learning Community Workshops
- Asbestos/ Health and Well Being
- Code of Conduct
- Child Protection
- Year level Planning Days each Term
- NAPLAN Data unpacked HOC/Admin team

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

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	94%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 76% 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).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	89%

*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.

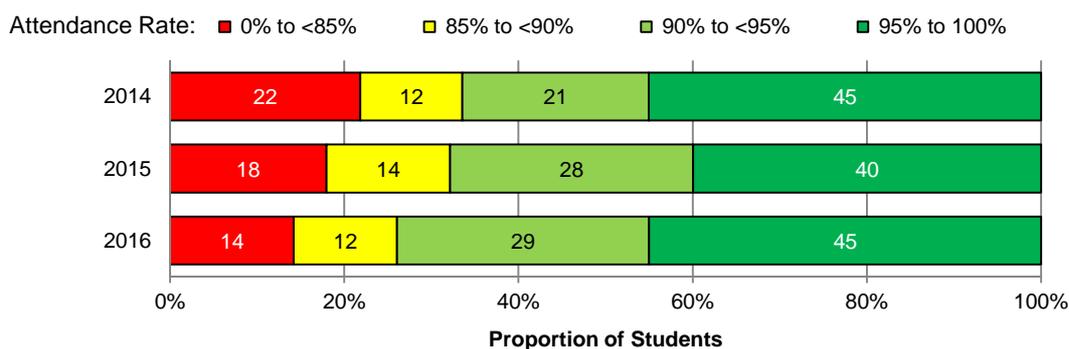The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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	90%	92%	92%	90%	92%	92%	90%	92%					
2015	91%	92%	91%	93%	91%	92%	90%						
2016	89%	92%	91%	94%	92%	92%	93%						

*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:

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	22	12	21	45
2015	18	14	28	40
2016	14	12	29	45

Proportion of Students

Description of how non-attendance is managed by the school

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

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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 marked twice each day and entered into the school's One School system. Late arrivals must report to the school office for check in. The school Indigenous Liaison Officer (ILO) enters, monitors and follows-up on all absences.

If a student absent daily and this absence had not been explained with either a note or a phone call to the office, the Indigenous Liason Officer phoned the parent to check on the student. If no contact made a letter is sent home to parent asking as to why the child was absent with a return slip..Every contact was recorded on OneSchool.

Attendance awards are given each week for the best % by grade level and a Pizza parties held each term for the top 3 classes regarding attendance. Attendance charts are kept in every classroom to monitor individual attendance.

NAPLAN

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

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

Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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

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