



Darling Heights State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

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## School overview

Darling Heights State School - "Grow with Knowledge: Many Paths, Many Futures". Darling Heights State School is in the south west quadrant of Toowoomba, near the University of Southern Queensland. The school provides comprehensive education to approximately 656 students from Prep to Year 6 in a co-educational setting. Our school has a diverse and culturally rich population. There are thirty-one languages spoken at home by our families. Over 325 of our students have a language background other than English. This population includes one hundred students who are from a refugee background. Most other of our overseas students are children of families studying at the University of Southern Queensland. Our school hosts a dedicated English as an Additional Language or Dialect (EAL/D) Program. This feature of our school was extended in 2013 when an Intensive Language Program was instigated to provide focussed supports for newly arrived non-English speaking students. From 2018 the function of this centre has been further extended and redefined. It is now an Intensive English Centre (IEC) which will also cater for indigenous students for whom English is not their first language. The school support system also features a Special Education Program which provides support for 51 students each of whom have a special need that requires supporting. We are truly a multicultural school with acceptance, tolerance and understanding of others being features that we celebrate throughout the year. This is also reflected in our value statements: "Grow with Knowledge; Many Paths, Many Futures." Darling Heights State School offers programs covering the Australian Curriculum with all classes offering core literacy and numeracy blocks and programs to encourage higher achieving students, extension literacy groups, enrichment programs, extension modules and extra-curricular offerings. The structure of the school sees three broad sub-schools: Junior, Intermediate and Senior Schools. The school facilities include a state-of-the-art library, purpose built Music Centre, large multifunction hall with an out-of-school-hours program and large grassed play areas including shaded play equipped areas, practice nets, oval and an outdoor multipurpose court. All classrooms are fitted with digital technologies including interactive white boards and all classrooms are fully air-conditioning. The school is well-resourced with computers including three computer labs, Wi-Fi, class computers and iPads. The school's music and physical education specialists teach all classes and provide many extension opportunities. Opportunities exist to participate in choir, stage and concert bands, Eisteddfod, intra- and inter-school sport and instrumental music including woodwind, brass and percussion. We strive to provide a happy, enjoyable and safe student learning environment and encourage and maintain parental and community involvement in our school.

## School progress towards its goals in 2018

The school improvement agenda priorities from 2018 were as follows:

### Curriculum/Teaching Practice:

- 1. Moving Literacy Forward – Aligning writing and reading comprehension strategies and processes.**  
100% of classroom teachers
  - understand and successfully implemented the DHSS Reading Program in 2018.
  - engaged in professional dialogue about writing and reading demands at a unit level during termly Planning Days
  - making purposeful pedagogical decision when teaching comprehension
- 2. FACES - Enhance staff data Literacy Skills to build capacity and reflect on current teaching practice.**  
100% of classroom teachers
  - Engaged in Collaborative Learning Project – Dr Lyn Sharratt's 'Putting FACES on the data': Learning Intentions and Success Criteria embedded in Planning Day processes and pedagogical practices; case management is established
  - have a functioning data wall in their classrooms
  - data coaches have been established
  - engaged in 'data dives' to make decisions and inform pedagogy
  - can articulate students' 'data story' and show evidence of learning
  - record, analyse and interpret ACER, academic, behaviour, diagnostic One School data
- 3. Challenge and enhance learning opportunities for higher achieving students**
  - 35 students engaged in Optiminds
  - All eligible students participated in Solid Pathways program

- Learning Innovations Coach identified and enhanced learning opportunities for higher achieving students
- Achieved over 70% of P-6 students achieving an A-C grade in English

### **Leadership/School Capacity:**

#### **1. Revisit PBL – Classroom Practice, Consistency and Share Responsibilities**

- 100% of new staff inducted and implementing PBL
- 100% of staff engaged in professional development to clearly define and understand minor and major behaviours, appropriate responses and accurate recording on One School
- All areas including class teachers, specialists, IEC, SEP, teacher aides and parents are represented on PBL team and attend fortnightly meetings
- Responsible Behaviour Plan reviewed
- Zones of Regulation implemented in 100% of classrooms
- Student Engagement Officer teacher role established

#### **2. Support Professional Learning Teams to enhance school practice**

- Every year level group of teachers operates as a highly functioning professional team, promoting the ongoing importance of enhancing student outcomes.
- Area teams engaged in professional development in area initiatives including literacy, SSP and The Arts

#### **3. Develop staff leadership capacity using a “Coaching and Feedback” focus**

- 100% teaching staff Prep to Year 3 accessed SSP coach
- 100% teaching staff have accessed Learning Innovations coach to improve pedagogy in incorporating digital technology in C2C units
- SSP coach and Learning Innovations coach contributed to termly Planning Days for all teachers
- Learning Connections coach supported 100% Prep-Year 3 teachers
- Data champions and Age Appropriate Pedagogies champions established

#### **4. Deliver, successfully all “Investing 4 Success” programs**

I4S funds supported a numerous specific initiatives to enhance the learning outcomes and wellbeing of students including:

- Additional teacher aides to ensure 1:2 ratio per year level
- Additional teacher aide allocation to expand LLI program to address identified need
- Pre-prep and Playgroup
- Speech, Sounds, Pictures [SSP] implementation including coach for 1 day per week, resources and professional development for teachers and teacher aides
- Additional Speech Language Pathologist allocation
- Learning Innovations coach to facilitated embedding digital technologies in teacher practice to enhance curriculum delivery and lead whole staff professional development
- Year 4 sport engagement program
- Enrolment in RESTART program for students returning to school following suspension
- ICT purchases including iPads and apps
- Student engagement officer to support students at risk of disengaging from learning

### **Students/School/Community:**

#### **1. Establish a Health and Wellbeing Program**

- Health and Wellbeing group instigated with an initial survey of staff undertaken
- 100% of staff attended Southern Vale Cluster professional development to revisit ‘Bullshift’ principles
- ‘Bullshift’ principles embedded as norms in all professional development sessions

#### **2. Extend relationships with Early Years Providers**

- Staff allocation facilitated Prep teacher liaison with ECEC providers
- 100% of Transition Statements received

#### **3. Investigate a ‘Community Hub’**

- DHSS continues to focus priorities on engaging parents and community members within all aspects of school life. The school runs multiple initiatives annually to foster and enhance productive relationships.
- Preliminary architectural plans and costing for Community Hub building developed
- Committee including Parent Engagement Officer, Principal, community members established and meeting regularly
- Awareness raising with community organisations, local business, local and state government

## Future outlook

### Curriculum/Teaching Practice

- Moving Literacy Forward: align writing and reading comprehension strategies and processes
- Build capability and enhance learning: FACES, Age Appropriate Pedagogies, Know the Child
- Extend teacher ICT capability to improve classroom practice: Classroom Innovation Coach

### Leadership/School Capacity

- Focus on Consistent School Routines and Culture: PBL, Zones of Regulation, Know the Child
- Support Professional Learning Teams: fortnightly Learning Walks and Talks
- Develop staff leadership capacity: Champions, Coaches, Innovators
- Successfully deliver Investing 4 Success programs

### Students / School / Community

- Strengthen our Health and Wellbeing Program
- Improve parent / community engagement: external agencies, communication, Community Hub

The following table outlines specific targets that accompany each of these focal areas:

#### **School Improvement Agenda Item**

- Moving Literacy Forward: align writing and reading comprehension strategies and processes
- Build capability and enhance learning: FACES, Age Appropriate Pedagogies, Know the Child
- Extend teacher ICT capability to improve classroom practice: Classroom Innovation Coach
- Support Professional Learning Teams
- Focus on Consistent School Routines and Culture: PBL, Zones of Regulation, Know the Child
- Develop staff leadership capacity: Champions, Coaches, Innovators
- 

#### **Target**

Increase the number of students achieving an A-C in English to 75%.

100% of teachers engaged with and using components of the Waterfall chart.

100% of teaching Staff involved in classroom visits as part of FACES

100% of classroom teachers have accessed CIC to improve pedagogy in incorporating digital technology in C2C units.

Every Year Level group of teachers operate as a highly functioning professional team.

Conduct 2 Mentor Visits per Year.

Maintain 80% of students in Tier 1

#### **SSP**

100% teaching staff accessed SSP Coach

80% of prep students are working in Yellow by End of Year

80% of Yr 1 students have exited Blue

80% of Yr 2 students have exited Code Levels

#### **Learning Innovations**

100% teaching staff have accessed Classroom Innovation Coach to improve pedagogy in incorporating digital technology in C2C units.

Student attendance to reach 95%

Students/School/Community

## Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	654	690	656
Girls	339	341	313
Boys	315	349	343
Indigenous	79	86	68
Enrolment continuity (Feb. – Nov.)	90%	91%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

Darling Heights State School is a diverse and culturally rich co-educational primary school providing a comprehensive and inclusive education to approximately 66 students (2018) from Prep to Year 6. The school community is represented by students from 41 countries comprising 45 different languages, with in excess of 100 students coming from refugee backgrounds. Darling Heights State School maintains a strong EAL/D enrolment of approximately 337 students, with Arabic and Swahili being the most prevalent home-spoken languages in addition to English. Of the 337 EAL/D students, 272 maintain either permanent (179) or temporary (93) visa status, with Refugee, Protection, Postgraduate, Women at Risk and Higher Education being the most prevalent. Darling Heights also supports approximately 70 Indigenous students, and hosts a Special Education Program with approximately 50 students.

## Overview

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

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	19
Year 4 – Year 6	23	23	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

The school is divided into three Sub-Schools supported by specialist departments in order to best serve the diverse needs of students. All sub-schools offer Core Literacy and Numeracy blocks with

## **specialised options programs to enhance learning at the various levels. The Junior and Intermediate areas offer departmental reading programs.**

We run a fledgling program to encourage higher achieving students in the school. This includes extension literacy groups in the Junior School, an enrichment program in the Intermediate School and extension modules in the Senior School as well as extracurricular offerings as teacher time allows.

- The school's Music Specialist teaches classes from Junior to Senior School. Opportunities exist for students to participate in choir, stage and concert bands, eisteddfod, song festival and numerous public performances. An Instrumental Music Teacher provides weekly lessons for woodwind, brass and percussion.
- In general, our learning framework consists of our curriculum framework with its core learnings across the Learning Areas providing the knowledge and skills essential for all students. Our Whole School Literacy Plan provides the core for a developmental reading, oral and written literacy program across all the year levels which is aimed at meeting individual student needs.
- Our whole school ICT for Learning Agreement sets out the school's direction for the use of technologies, including computers.
- In 2018, there were no students enrolled in a departmentally funded Pre-Prep Playgroup program. We did however host Pre-Prep Playgroup programs for up to 30 students per week. These programs were school funded and were designed to engage our families before they start school. We were only able to host 2 programs per week and had waiting lists as they were very popular. These programs have been hugely successful and will continue in 2018.

## **Co-curricular activities**

Children in the Preparatory Year to Year Three participate in day excursions to venues such as Amaroo Environmental Field Studies Centre at Kleinton, Japanese Gardens and Empire Theatre.

- Year 5 and 6 students undertake trips that alternate between the Coast and Canberra; in 2018 they visited Canberra.
- Our school offers children from Year 4 and above, the opportunity to be in School Choirs, Concert and Stage Bands operated through the Instrumental Music Program.
- Year 3 and Year 4 children participate in an Intra-School sporting program and all students in Years 5 and 6 can participate in an inter-school sporting program on a Friday afternoon.
- Our Chess Club has allowed children to show their talents on the Regional stage with individuals and School Teams participating in Toowoomba and Darling Downs Tournaments.
- Optiminds Challenge was offered to students in Years 3-6 with weekly workshops culminating in an all-day challenge and presentations at USQ Gatton Campus.
- Homework and Learning Clubs operate in various areas of the school.

## **How information and communication technologies are used to assist learning**

Computer labs are established in the Library, Intermediate Area and Senior Area. Each classroom has two or three computers. Each computer is connected to a server and the Internet. An Internet User Agreement Form is sought from parents before children have access. Students frequently use computers to enhance their learning. All classrooms have Interactive Whiteboards installed as a result of several programs from which we sourced funding in previous years. Staff have become proficient with the use of this exceptional technology and ongoing PD and training in the use of Interactive Whiteboards is ensuring teachers are gaining proficiency. All teachers have been provided with an I-Pad and Professional Development on the opportunities this technology provides teaching and learning in our classrooms. Technology is now seen as a tool to assist learning and is used as such.

An extensive infrastructure and cabling upgrade was completed in 2014 which has ensured greater speed and access for our students as they use the equipment we have.

Staff discussions continue to focus on how we can better cater for the "STEM" initiatives and implementation of the Digital Technologies curriculum as outlined in the Australian Curriculum

## **Social climate**

### **Overview**

In terms of the "Social Climate" of Darling Heights State School, one needs to look at the support provided to parents and children alike. A Guidance Officer, Speech Language Pathologist, EAL/D Advisory Teachers and a Chaplain are all part of the School and are actively supporting students and parents. Co-operative

Religious Instruction is taught in most classes, except Prep, once a week, by volunteer visiting Catechists. The supportive and caring nature of the school environment has a very positive impact on the morale of students and staff alike. Our School Chaplaincy Program is a feature of the support that we are able to provide all members of our community. Our Staff and Student Well-being Policy ensures we focus on the social and emotional components of our people and this has ensured we have an exceptionally friendly and supportive school environment where the climate features happy and well supported children, staff and parents.

Darling Heights SS is a Positive Behaviour for Learning (PBL) school. Members of this team are representatives from each area of the school and communicate key information and strategies, discussed at meetings, to staff members in their area.

Whole school data and trends are discussed and plans to support students in making positive behaviour choices are discussed and determined.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	98%	97%
• this is a good school (S2035)	97%	88%	97%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	95%	97%
• their child's learning needs are being met at this school* (S2003)	100%	98%	100%
• their child is making good progress at this school* (S2004)	100%	98%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%	95%
• teachers at this school motivate their child to learn* (S2007)	100%	95%	97%
• teachers at this school treat students fairly* (S2008)	97%	88%	92%
• they can talk to their child's teachers about their concerns* (S2009)	100%	93%	97%
• this school works with them to support their child's learning* (S2010)	100%	90%	97%
• this school takes parents' opinions seriously* (S2011)	97%	83%	95%
• student behaviour is well managed at this school* (S2012)	94%	90%	87%
• this school looks for ways to improve* (S2013)	100%	100%	95%
• this school is well maintained* (S2014)	100%	100%	97%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	95%	94%
• they like being at their school* (S2036)	95%	95%	94%
• they feel safe at their school* (S2037)	96%	92%	94%
• their teachers motivate them to learn* (S2038)	99%	98%	98%
• their teachers expect them to do their best* (S2039)	98%	99%	98%



Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	95%
• teachers treat students fairly at their school* (S2041)	83%	92%	88%
• they can talk to their teachers about their concerns* (S2042)	84%	85%	84%
• their school takes students' opinions seriously* (S2043)	89%	95%	87%
• student behaviour is well managed at their school* (S2044)	86%	69%	83%
• their school looks for ways to improve* (S2045)	96%	98%	95%
• their school is well maintained* (S2046)	96%	90%	91%
• their school gives them opportunities to do interesting things* (S2047)	95%	94%	93%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	94%	98%
• they feel that their school is a safe place in which to work (S2070)	99%	96%	98%
• they receive useful feedback about their work at their school (S2071)	91%	96%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	98%	98%
• students are encouraged to do their best at their school (S2072)	99%	99%	100%
• students are treated fairly at their school (S2073)	99%	92%	95%
• student behaviour is well managed at their school (S2074)	96%	79%	85%
• staff are well supported at their school (S2075)	92%	86%	88%
• their school takes staff opinions seriously (S2076)	93%	87%	91%
• their school looks for ways to improve (S2077)	100%	99%	98%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	93%	94%	95%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Involving parents begins with being welcomed and involved in their child's classroom and the activities of this school. Building a relationship with teachers is vital and all teachers welcome the opportunity to get to know parents and discuss progress of children in the classroom. Opportunities for parent involvement exist in all classrooms with teachers requesting various levels of support in a variety of activities.

Parents can also become involved in activities of our P&C Association all of which significantly contribute to the effectiveness of our school while providing parents an opportunity to network. One such successful activity is the Craft Group which meets weekly to make items which then become the stock for the Mothers and Fathers' Day Stalls run for the children to purchase gifts for these special days. Collectively, school staff and P&C members encourage parents and families to become involved in our school and the activities of their children.

Teachers maintain open communication with parents, especially when discussing any adjustments that a student may require. These conversations take place in the following ways:

- Parent-teacher interviews
- Parent-teacher meetings to develop and/or update Individual Curriculum Plans
- Teacher information sessions – these are held by classroom teachers on their expectations and also to inform parents of the requirements of support/enrichment programs in which the students are invited to participate.

Our School's Parent and Community Engagement Officer actively works to build strong and effective relationships with parents across the school. A number of events/experiences are organized to value and welcome parents and community members.

Some of these include:

- International Women's Day celebration with key guest speakers
- English classes for non-English speaking women
- Chess
- Craft groups
- Women's friendship groups
- Parenting programs.

One only has to visit our school at arrival and departure times to see how welcomed and engaged parents are at Darling Heights State School.

## Respectful relationships education programs

Darling Heights State School's Responsible Behaviour Plan is centred on 4 STAR values, these include:

- Safety
- Thinking
- Acting Responsibly
- Respect

Particular focus has been given to the notion of 'Respectful Relationships' with the school participating in White Ribbon day by wearing a white shirt, acknowledging the importance of this through a whole school assembly with student pledge shared and a photo of the whole school standing in the shape of a white ribbon.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	12	65	33
Long suspensions – 11 to 20 days	0	1	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Of our School Values, Respect is one and includes Respect for our Built and Natural Environment. Featuring as part of this are efforts of staff and child to reduce the Environmental Footprint we leave. Water saving devices have been installed in all toilets, as has a solar panel system, which generates electricity and feeds it back into the system. Children are regularly made aware of the need to conserve the resources we have, especially those of water and electricity.

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			292,799
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	54	48	<5
Full-time equivalents	52	33	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	4	
Graduate Diploma etc.*	2	
Bachelor degree	33	
Diploma	7	
Certificate	0	

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$106 000

The major professional development initiatives are as follows:

- Southern Value Cluster Professional Development Attendance by teaching staff.
- Planning Days [1 day per term] for all classroom teachers
- Speech Sounds Pics (SSP) training for teachers and teacher aides
- ICT: Learning innovations
- First Aid and CPR training for teacher aides
- Workplace Health and Safety training
- 'Putting Faces on the Data' Professional Development and Case Management Meetings
- One School data
- iEALD
- NAPLAN Online
- Internal Moderation
- Age Appropriate Pedagogies – workshops and school visits
- Professional Learning Team development to enhance school practice including SSP, Literacy, The Arts

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

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

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	90%	92%
Attendance rate for Indigenous** students at this school	87%	79%	80%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	92%	92%
Year 1	92%	90%	93%
Year 2	93%	91%	92%
Year 3	94%	89%	92%
Year 4	96%	90%	90%
Year 5	93%	91%	90%
Year 6	94%	90%	93%

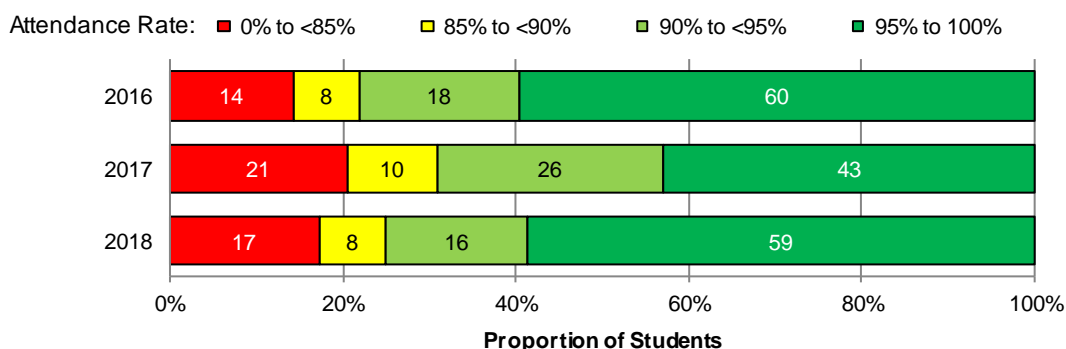
Year level	2016	2017	2018
Year 7	DW	DW	100%
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Parents of children who show regular unexplained absence are contacted and discussions held on how regular attendance can be achieved. In 2018, and in years preceding, to support targeted special interest groups, we provided Attendance Certificates to students who achieved 95% plus attendance in each term. Where regular absence or lateness occurs, families receive a 'post card' showing just how much school their children have missed. Sandwich boards, school newsletter items and notices on our school signs regularly remind parents of the importance of attendance at school every day.

Key strategies used to assist increased attendance include:

- Communication with parents regarding concerns about attendance
- Celebration with parents as attendance patterns improve
- Purchase and implementation SMS system to inform parents of unexplained absences
- Celebration of great attendance records at the end of each term through presentation of a certificate
- Tracking of individual students' attendance in class by classroom teachers.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

- Click on the *My School* link <http://www.myschool.edu.au/>.
- Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

- Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

- Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.