



Camp Hill State  
Infants and Primary School

ANNUAL REPORT  
2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

Camp Hill State Infants and Primary School (CHSIPS) was established in 2006 with the merger of Camp Hill State Primary School (established in 1926) and Camp Hill State Infants School (established in 1951). Our school, CHSIPS, while relatively new, combines the proud histories and traditions of two schools that have well deserved reputations for providing excellence in education to students over numerous generations.

In 2014 the school joined the DET Independent Public School program. The school has a School Council, with representatives from school community and staff, who support the strategic steering of the school.

Camp Hill is located close to the inner city and easily accessible by local transport. The school motto of **"Together We Achieve"** reflects the strong commitment, and partnership, between home and school in encouraging every child to reach their full potential while developing social responsibility and the attributes of Life Long Learners. The strategies of the Habits of the Mind are immersed throughout all areas of the curriculum encouraging all students to be active and reflective learners. Our campus provides a safe, inclusive, supportive and caring environment offering high quality learning for students from Preparatory Year to Year 6.

The school focuses on teaching and learning programs supported by information communication technologies for the 21st Century. Differentiated programmes to meet individual students learning needs include: Gifted and Talented and programs for students with disabilities and those with individual learning requirements. Extra curricular extension programmes including musical, sporting, cultural and leadership programs are offered to all students.

CHSIPS is set on spacious grounds (6.7 hectares) with sporting fields, ovals, heated swimming pool, cricket pitches, adventure playgrounds, new multipurpose hall (2009) and a large school owned community hall (Camp Hill School of Arts). The school Parents and Citizens committee provides an Out of School Hours Care Program (before and after school and holiday programme) for 200 students on campus. In keeping with the high regard that the school is held in by both the educational and local community, the school continues to maintain its commitment to developing all children to their full potential.

Our school celebrates individuality and encourages students to be active and ethical Leaders in the Twenty First Century.

## Principal's Foreword

### Introduction

In 2017 the school set a sharp and narrow strategic agenda with the focus on the teaching of Reading, Writing, Digital Capabilities and the introduction of Higher Order Thinking. A key group undertook a full review of the school's Spelling program and revisions were made.

The school continued to build professional understanding in the Reading to Learn program across all year levels. Lead Teachers, funded through the Investing for Success program enabled staff to undertake professional development in key strategic learning programs with colleagues who both stretched and supported their professional growth.

## 2017 Improvement Agenda

School Improvement Strategies	Goals
<b>Reading</b>	Continue to embed the <i>Reading to Learn</i> program P-6 <b>implementing</b>
<b>Writing</b>	<b>Continue</b> to embed the <i>Seven Steps to Effective Writing</i> process
<b>Spelling</b>	Revise <i>CHSIPS Spelling</i> framework <b>completed</b>
<b>Digital Capabilities</b>	Continue to develop digital capabilities (ICT and technologies) across a range of curriculum areas <b>implementing</b>
<b>Higher Order Thinking Skills (HOTS)</b>	Continue to embed HOTS across a range of curriculum areas and raise awareness of the <i>Design Minds</i> model <b>implementing</b>

<b>Reading/Writing/Spelling-Higher Order Thinking Skills-ICT/Digital Capabilities</b>	<b>Domains <i>School Improvement Hierarchy</i></b>	Provision of strategic curriculum delivery for students through explicit, focused and intensive teaching programs at a cohort, class, group and individual level:
	<b>Differentiated Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• <i>Step Up</i> programs-differentiated, focused and intensive teaching</li> <li>• Direct Intervention using <i>Reading to Learn</i> (R2L)</li> <li>• <i>Seven Steps to Effective Writing</i></li> <li>• <i>Extension and Enrichment</i> programs</li> </ul>
	<b>Systematic Curriculum Delivery</b>	In the area of systemic curriculum delivery the school will enhance staff capabilities in the area of <i>Spelling</i> through professional development and ongoing support. The school <i>Spelling</i> framework will be designed to align with the whole-school curriculum plan. Ensure sustainability of R2L program by introducing a <i>Train the Trainer</i> model.
	<b>Effective Pedagogy</b>	<ul style="list-style-type: none"> <li>• Consistency of pedagogical practice is supported by coaches, lead teachers and mentors in the areas of; <i>Literacy, Data Literacy, Higher Order Thinking</i> and <i>Digital Capabilities</i></li> <li>• Regular feedback is provided to progress students' individual learning goals (<i>Proficiency Scales</i>)</li> </ul>
	<b>Expert Teaching Team</b>	<ul style="list-style-type: none"> <li>• <i>Team Planning</i> to develop localised curriculum</li> <li>• <i>Curriculum Conversations</i> (targeted areas)</li> <li>• <i>Reflective Collegial Coaching</i> in year level cohorts (Triads and Feedback)</li> <li>• <i>Teaching and Learning Committee</i> - forum for sharing ideas and practices</li> </ul>
	<b>Analysis and Discussion of Data</b>	<ul style="list-style-type: none"> <li>• Building capacity to interrogate diagnostic and achievement data (<i>Data Conversations</i>) to inform planning and teaching to improve student outcomes</li> <li>• Tracking the reading progress of indigenous students as per the target of '<i>Over the line before 9</i>'</li> </ul>
	<b>Culture that Promotes Learning</b>	<ul style="list-style-type: none"> <li>• Successful practices are shared across classrooms and year levels through mentoring programs</li> <li>• Increased capacity to engage students via use of ICT in curriculum delivery</li> <li>• Opportunities to engage in innovative and creative practices through an inquiry learning model (<i>Entrepreneurs of Tomorrow, Habits of Mind, Science, Digital Technologies</i> and <i>The Arts</i>)</li> </ul>

## Future Outlook

### 2018 Improvement Agenda Snapshot

Acknowledging a shared belief that all students can learn and all teachers can teach

School Improvement Strategies	Goals
<b>Inclusive Practices</b>	To ensure all students receive an inclusive and quality education that promotes life-long learning.
<b>Reading</b>	To increase percentage of students achieving in the U2B NAPLAN Reading in Year 3 to 65% and Year 5 to 60%.
<b>Writing</b>	To increase percentage of students achieving in the U2B NAPLAN Writing in Years 3 and 5 by 5%.
<b>Digital Capabilities</b>	To build digital capabilities (technologies and ICT) and engage in innovative and creative practices.
<b>Higher Order Thinking Skills (HOTS)</b>	To reinforce the <i>Design Minds</i> model to support HOTS and <i>Critical and Creative Thinking Capabilities</i> in students from Prep to Year 6.

<p><b>Inclusive Practices</b></p> <p><b>Reading / Writing / Higher Order Thinking Skills /</b></p> <p><b>ICT / Digital Capabilities</b></p>
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	Target	Action	Timeline
<b>To build a whole school approach to inclusive practices</b>	100%	All teachers to complete the on-line Disability Standards professional development	Term 3
		Develop inclusive practices school policy including the development and implementation of Individual Curriculum Plans (ICPs)	Term 3
	All identified parents	Consult all parents in the development and implementation of an ICP	Term 4
	100%	Record reasonable adjustments on One School. All students with a disability will have an Individual Education Plan (IEP) documenting individual student adjustments	Term 2
	100%	Embed inclusive Professional Learning teams. All teachers will plan collaboratively with identified class teachers to consolidate adjustments for SWD across learning programs	Term 2

<b>Building a whole-school approach to writing</b>	100% classes	Introduce daily quick write to build writing stamina and to reinforce all aspects of the writing cycle e.g. planning, writing and editing	Term 2
	100% teachers	Understand that quality teaching is based on data analysis and discussion	Term 1
		HOC and Coach analyse writing data (writing samples) and identify implications for practice	Term 2
	100% teachers	Continue to build teacher capability in the teaching of writing (HOC, Coach, Lead Teacher)	Term 2 ongoing
<b>To build a whole of school approach to improving reading</b>	100%	Continue to imbed the Reading to Learn program P- 6 through reflective collegial coaching	Terms 1 - 4
		Provide training programs at the school level	Terms 1-4
		Monitor students' literacy progress	Terms 1 - 4
		Monitor and track students through targeted teaching	Terms 1 -4
		Provide direct intervention using Reading to Learn	Terms 1 - 4
		Implement booster programs for Prep	Term 2 - 4
		Provide differentiated focused and intensive teaching through Step Up programs	Terms 1 - 4
<b>To develop digital capabilities (ICT and technologies) across a range of curriculum areas</b>		Continue to develop and expand student participation in digital technologies e.g. Coding Club and LEGO	Terms 1 - 4
		Use digital technologies (Class Notebook) to provide regular and timely feedback to students	Terms 2- 4
<b>To introduce Design Minds to support Higher Order Thinking Skills (HOTS) and Critical and Creative Thinking Capabilities in students</b>		Continue to implement the embedding of Higher Order Thinking Skills (HOTS) across a range of curriculum areas	Terms 1 - 4
		Increase staff knowledge of (HOTS) and Design Minds by developing Professional Learning Communities	Terms 1 - 4
		Introduce the Design Minds process across curriculum and implement ACARA Critical and Creative Thinking framework	Terms 1 -4
		Lead Teacher HOTS to provide whole of school professional development in three phases across the year	Terms 2 - 4
		Develop and implement professional competencies in One Note, developing a Professional Learning Community to provide online collaboration	Terms 2 - 4

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	794	376	418	19	96%
<b>2016</b>	814	388	426	18	98%
<b>2017</b>	807	401	406	20	97%

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

### Characteristics of the Student Body

#### Overview

Camp Hill State Infants and Primary School is situated in the inner eastern suburbs of Brisbane. Our school community is predominately Australian with an increasing number of families from diverse ethnic, cultural and religious backgrounds joining us. Families predominately have at least one parent employed in full time employment and the community has high expectations of the students' learning.

Camp Hill supports: students with disabilities; students identified as Gifted or Exceptional; students who identify as Indigenous; students who identify English as their second language; those with barriers to learning as well as catering for the diversity of student learning profiles across all year levels (Prep to Year 6). Our campus is inclusive and our school community values diversity.

Our student retention rate is high and there is a gender balance across all year levels.

#### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	24	25
Year 4 – Year 6	27	28	26

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Strategic curriculum planning incorporating The Australian Curriculum, the Queensland Curriculum and the Assessment and Reporting Framework guide the development of our standards and expectations at the different year levels thus ensuring continuity through the school. Our priority academic focus has been English, Maths, Science and Higher Order Thinking as well as Digital Capabilities and engagement in innovative and creative practices.

To ensure a whole of school approach to learning and teaching the school has embraced a number of processes:

- Marzano's comprehensive approach for effective instruction
- Adoption of the pedagogical approach to teaching literacy through the Reading to Learn program
- Regular curriculum conversations with individual teachers
- Collegial planning sessions
- Coaching Triads
- Lead teachers (Data, IT, Higher Order Thinking, Writing, R2L)

In addition the school has increased its focus on the wellbeing and development of the whole child through offering:

- inclusive practices for all students
- a strong emphasis on creativity which has been developed through Science, Technology, HPE and The Arts - Music, Dance and Drama

### Co-curricular Activities

Camp Hill offers a diverse range of extra curricula and co-curricula programs that include:

- Co-curricula: Chess; Robotics; *Investigating Science Club*
- Sports: AFL; Soccer; Swimming (including Squad and Learn to Swim); T20 Cricket; Football; European Handball; Volleyball
- Aerobics / Dance / Glee / Cheer Program (which achieved numerous state and national awards) for both boys and girls;
- School Musical (biannual)
- Choirs: Junior, Intermediate, Senior and Boys
- Instrumental Music: Concert Band, String Ensemble, Recorder Band, and Ukulele Band
- Participation in national academic competitions eg ICAS Science, Maths and English
- Religious Instruction (optional for students in Years 1-3)
- Student Council
- Ekoalas Environmental Club
- Leadership Program: School Captains and Vice-Captains, House Captains and Vice-Captains, Student Council, Cultural Captains, Dance Captains, Aerobics Captains, Library Monitors
- Lunchtime recreational program – Games Room, Knitting Club
- Lunch time program - *Introduction to Coding*
- Camping Program – Year 5 (Camp Goodenough), Year 6 (Sydney/Canberra/Snow)

## How Information and Communication Technologies are used to Assist Learning

Camp Hill State Infants and Primary School is committed to developing accomplished, autonomous learners who purposefully engage in the creative use of ICT to:

- communicate effectively
- work cooperatively and collaboratively
- critically appraise, manage and use information
- develop higher order thinking skills
- embed learning across several domains

Camp Hill teachers engage students through explicit instruction on how to read and learn from digital text, incorporating an understanding of digital grammar and the development of a shared metalanguage. Teachers and students work collaboratively and cooperatively to achieved shared (aspirational) goals.

Camp Hill students from Prep to Year 6 are offered opportunities to extend their learning through the use of a raft of digital devices. This includes; e-learning books and videos, embedded digital learning platforms, use of iPads, laptops, document cameras, Apple TV, digital cameras and interactive whiteboards in all learning areas. Students access a range of programs including online books (Sunshine); Bookmaker, Study Ladder, Spell City and Computer Classroom. They also access the classroom computers, mobile laptops and the Maker Space.

The school has completed an upgrade of the campus wireless network and increased access and speed of the net has been a priority for the school.

## Social Climate

### Overview

Our community is highly inter-connected and looks to ensuring that each member of our school community feels safe and supported. 98% of parents and 93% of students report that their child/they like being at school. 97% of parents report that their child feels safe at school.

The school community values are supported by the School Responsible Behaviour Plan that clearly states the Four Behaviour Expectations for all members of our community – Consideration, Cooperation, Courtesy and Commitment. These Expectations are the foundation of all social connections and are supported by the school *You Can Do It* and *Habits of the Mind* programs that all students (Prep to Year 6) participate in each week.

The school sets a high bar for behaviour and we are committed to the belief that all students will, at all times, 'own their own behaviour' and that behaviour is a powerful means of communication. Behaviour is either rewarded or modified in a consistent manner with a focus on positive interactions across campus.

The school has a Student Wellness and Wellbeing Committee (SWWC) which monitors identified needs of students. This committee, which meets every Wednesday, includes school administration, Guidance Officer (experienced Child Psychologist), Head of Special Education Services (HOSSES – Head of the Special Education Program), Step Up co-ordinator and other staff according to the individual case.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	98%	94%
this is a good school (S2035)	100%	99%	97%
their child likes being at this school* (S2001)	97%	100%	98%
their child feels safe at this school* (S2002)	100%	99%	97%
their child's learning needs are being met at this school* (S2003)	97%	99%	95%
their child is making good progress at this school* (S2004)	95%	96%	92%
teachers at this school expect their child to do his or her best* (S2005)	97%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	93%	91%
teachers at this school motivate their child to learn* (S2007)	97%	94%	94%
teachers at this school treat students fairly* (S2008)	92%	93%	90%
they can talk to their child's teachers about their concerns* (S2009)	97%	96%	93%
this school works with them to support their child's learning* (S2010)	97%	95%	91%
this school takes parents' opinions seriously* (S2011)	86%	92%	87%
student behaviour is well managed at this school* (S2012)	97%	92%	89%
this school looks for ways to improve* (S2013)	95%	97%	94%
this school is well maintained* (S2014)	97%	86%	92%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	95%	97%
they like being at their school* (S2036)	98%	97%	93%
they feel safe at their school* (S2037)	99%	99%	88%
their teachers motivate them to learn* (S2038)	100%	96%	98%
their teachers expect them to do their best* (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	91%
teachers treat students fairly at their school* (S2041)	93%	96%	81%
they can talk to their teachers about their concerns* (S2042)	96%	97%	89%
their school takes students' opinions seriously* (S2043)	94%	91%	87%
student behaviour is well managed at their school* (S2044)	96%	90%	89%
their school looks for ways to improve* (S2045)	99%	96%	95%
their school is well maintained* (S2046)	99%	97%	86%
their school gives them opportunities to do interesting things* (S2047)	96%	96%	93%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	98%	97%
they feel that their school is a safe place in which to work (S2070)	96%	98%	98%
they receive useful feedback about their work at their school (S2071)	90%	96%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	88%	90%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	100%
student behaviour is well managed at their school (S2074)	98%	96%	100%
staff are well supported at their school (S2075)	90%	94%	88%
their school takes staff opinions seriously (S2076)	91%	91%	88%
their school looks for ways to improve (S2077)	96%	100%	95%
their school is well maintained (S2078)	94%	83%	91%
their school gives them opportunities to do interesting things (S2079)	94%	98%	92%

\* 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

The school motto, ***Together We Achieve***, is the foundation of home-school partnerships and is held in high regard by the community. The School Council and School P&C have close working partnerships with the school administration and staff and provide transparent pathways within the community. These partnerships are focused on ensuring every Camp Hill student has access to authentic quality learning programs that challenge the student to reach their personal best within a safe and aspirational community.

Parents have numerous opportunities to engage with the school, including membership of the School Council and P&C. The School Council supports the strategic planning and monitoring of the school while the P&C provides a raft of programs (Out of School Hours Care (OSHC) program for over 200 children; Uniform shop and Tuckshop) and is a source of significant fund raising.

Our Camp Hill school community is supported by Classroom Parent Representatives (CPR) for each class. The CPRs ensure that communication within classes and across campus is consistent, enabling all members of the community to be actively informed. This has supported community relationships.

Parent volunteers are encouraged to join in class and extracurricular programs, contributing greatly to numerous student programs across all year levels.

The school community supports the Camp Hill ANZAC ceremony that is held annually on ANZAC Day. Attendance at the ceremony is growing steadily with over 1500 members of the community joining in last year.

### Respectful Relationships Programs

The school has developed programs that focus on appropriate, respectful, equitable and healthy relationships. These include *You Can Do It* (Prep - 2), Philosophy (Years 1 - 6), *Habits of the Mind* and Optiminds (Years 3 – 6) and AUSLAN (P-6). Students in Years 1 and 2 also participate in the *Life Be in It* program. These programs underpin our values as is reflected in our school's Responsible Behaviour Plan. The school also has a Chaplaincy Program which offers a range of programs (requiring parent approval) that include the grief and loss program *Seasons of Growth*.

### 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	2015	2016	2017
Short Suspensions – 1 to 10 days	15	9	5
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the School's Environmental Footprint

The school's Ekoalas are a committed group of staff and students who have developed sustainability programs across the campus. The Ekoalas take an active role in monitoring the usage of resources such as electricity, water and waste management as well as continually developing the infrastructure of our school grounds. (Camp Hill is on the Koala Corridor – the Ekoalas continue to plant trees to support our well established wildlife habitats.) In 2017 the school P&C continued the installation of air-conditioners with all Prep classes air-conditioned. It is expected that the Years 1 and 2 classrooms (the remaining year levels) will be air-conditioned in 2018/9.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	215,470	1,865
2015-2016	198,657	3,666
2016-2017	202,986	

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

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

### Find a school

GO

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 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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	66	45	<5
Full-time Equivalents	52	23	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	10

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	12
Bachelor degree	44
Diploma	0
Certificate	0

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher Professional development in 2017 were \$25 528.13.

The Major Professional development initiatives were as follows:

A concentrated focus on the knowledge and skills to realise our Explicit Improvement Agenda: Reading, Writing, Spelling, Digital Capabilities, Higher Order Thinking Skills.

- **Reading:** Planning of Units of work in Reading to Learn Program to establish continuity of pedagogy throughout the school
- Coaching and mentoring programs to support teachers through demonstrations, observations and feedback
- Reflective collegial coaching in year level cohorts (Triads and Feedback)
- Individual conversations about data analysis
- **Writing:** Lead teachers to demonstrate writing approaches to Years 3 - 5 teachers
- **Spelling:** Whole of school in-service on the school's change of approach to spelling and the introduction of a new spelling framework
- **Digital Capabilities:** Lead teacher mentoring of individual teachers to develop their digital capabilities
- **Higher Order Thinking Skills:** Lead teacher organised strategies to be presented at staff meetings and supported teachers to provide enrichment projects for students identified as gifted and talented
- First Aid/CPR Training
- Anaphylaxis and Asthma Training, Asbestos Awareness, Inclusive Practices, Administration of Midazolam, Code of Conduct and Student Protection and DET mandated professional development courses

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017 year.

# 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	93%	91%

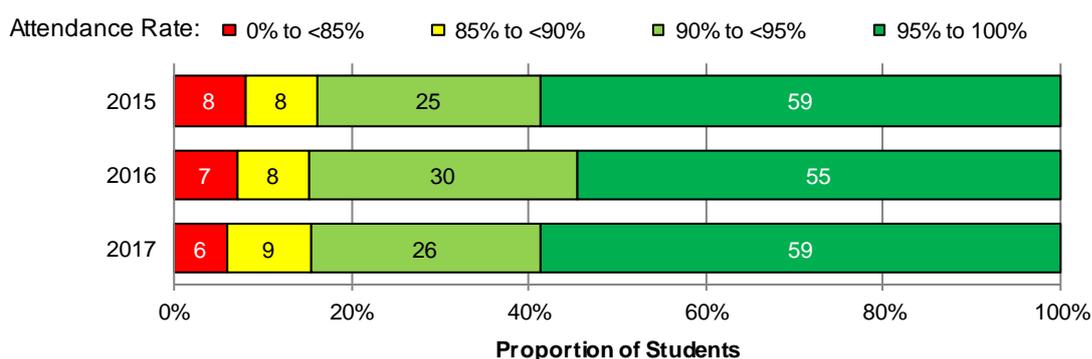
\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	94%	94%	95%	94%	93%	94%	94%
2016	94%	94%	94%	94%	94%	94%	94%
2017	95%	95%	94%	95%	95%	94%	93%

#### 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 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.

Class rolls are marked electronically twice daily. Parents of students with an unexplained absence are sent an email/text. All responses are recorded.

The school encourages the DET "Every Day Matters" program and encourages full participation by all students.

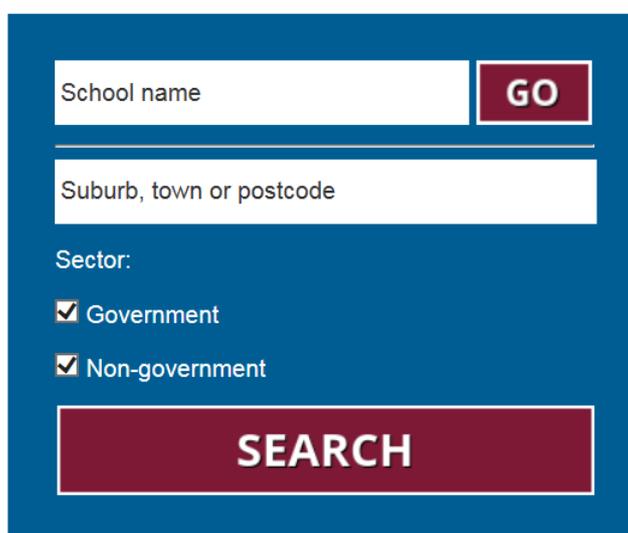
Students who are identified with high absences are followed up by the school administration. Where appropriate these students are referred to the school Wellness and Wellbeing Committee for further action – which can include referral to the school Guidance Officer. The school has only a small number of students with high absenteeism, some which are due to medical conditions.

## NAPLAN

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

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

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School name

Suburb, town or postcode

Sector:

Government

Non-government

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