



Mount Cotton State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	1246 Mount Cotton Road Mount Cotton 4165
Phone:	(07) 3822 0444
Fax:	(07) 3822 0400
Email:	principal@mtcottonss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Meagan Steward

School Overview

Mount Cotton School prides itself on keeping up with the times while maintaining an appreciation for the school's history and values. Our school aims to continually improve our operations so students learn in an educational environment of care and support. Staff work hard to ensure our curriculum meets needs of students and is engaging and relevant. We continue to experience unprecedented growth as a result of new housing development over the past few years. Improving literacy and numeracy standards for all our students remains the highest priority of all staff members. The school curriculum incorporates the Australian Curriculum and the QCAR Framework as the cornerstones of learning experiences for students. A hands-on approach to learning is engaged whenever possible. A wide range of extra-curricular activities is provided for our students. Provision of a differentiated curriculum for identified students is a priority.

Principal's Forward

Introduction

The School Annual Report outlines the achievement of students and staff at Mount Cotton State School in 2016.

Throughout this year, we continued to enact our vision to grow Clever, Creative and Caring individuals. We are passionate about our school being a place where everyone reaches their potential and loves to learn.

Our Statement of Purpose reminds us, every day, of what we need to focus on to achieve our vision.

Every Student Counts – this ensures that every child is catered for, that every child reaches their potential and have an opportunity to embrace their unique skills and talents

Every Teacher Counts – this ensures that every teacher is aware of their role in reaching our vision and are accountable for all students across the school.

Every Minute Counts – this ensures that we support our parents in having their child attend school for the maximum amount of time, as well as ensuring that our teachers make the most of instructional time; that we do not miss an opportunity for learning to take place.

Mt Cotton Counts – this ensures that we are reminded on a regular basis that we support a community of learners and that our influence goes beyond the school gates.

To reach the highest standards of learning, especially in Literacy and Numeracy, to which we aspire for our students, we are investing in:



- Committed skilled teachers who are constantly striving to improve their teaching practice
- 21st Century Learning focusing on mobile technologies, 24 hour access to learning and flexible, differentiated curriculum delivery
- An engaged, involved school community committed to the schools continuing success and improvement

School Progress towards its goals in 2016

2016 School Improvement Priorities

Strategy: Successful Learners - Improve the literacy and numeracy outcomes for every student.	
Actions	
Develop a whole school approach to the teaching of spelling.	Completed in 2016 and continuing in 2017.
Develop a consistent writing framework (7 Steps).	
Implement Jolly Grammar and Jolly Phonics – Prep to Year 4.	
Utilize Instructional Coach to ensure school wide consistency of Literacy block expectations and delivery of reading program (effect size).	
Continue to embed our Mount Cotton Non-Negotiables in every classroom.	
Reinforce and measure using 5 week data cycles (Team IQ) the effectiveness of high yield strategies, with a reading and number focus.	
Develop a whole school approach to the teaching of problem solving skills and a common language for the 4 operations.	
Tighten moderation process and participate in a cluster moderation with the purpose of strengthening teachers' abilities to make judgements accurately.	
Strategy: Celebrate improvements in student learning, behaviour and attendance.	
Actions	
Review attendance policy.	Completed in 2016.
Implement student school leadership program for our school leaders.	Completed in 2016 and continuing in 2017.
Continue developing the whole school behaviour program, focusing on student data tracking on OneSchool and embedding the 3Cs and 3Rs into the school culture.	
Continue our social skills programs - Great Mates, Peer Support and our Chaplaincy program.	
Strategy: Successful Learners - Ensure every student is learning through a differentiated and successfully delivered curriculum.	
Actions	
Continue to enhance the differentiation planners and ensure their effectiveness with teachers.	Completed in 2016 and continuing in 2017.
Continued focus on staff professional learning around quality differentiation.	
Promote personalised learning and targeted feedback by developing students' abilities to plan and track their learning progress.	
Complete Individualised Curriculum Plans (ICP) for target groups.	
Provide Intervention, Prevention and Extension to identified students (for example, ELF, Support-A-Talker, Altitude and Jump Programs).	
Continue to evolve the SNAC committee & SWD Team, focusing on the timely adjustments to student programs, in-class support and effective processes for student identification (including gifted students through SAGES testing).	
Develop our Altitude Program – extension program across the KLAs. Employ 0.4 Altitude Pioneer (I4S Funding) to support our extension (Upper 2 Bands) program.	
Develop a school wide approach to higher order thinking skills.	Partially completed and continued in 2017.
Strategy: Create partnerships - Promote stronger partnerships between early years providers and Mount Cotton to ensure children make successful transitions into schooling	
Strategy: Further engage in our cluster high schools.	
Actions	
Extend the community based early years network program to further enhance knowledge of on-entry Prep expectations (school readiness) and to assist in a smooth transition into Prep.	Completed in 2016 and continuing in 2017.
Continue with our Springboard Program as a transition to high schools.	
Engage in cluster meetings to enhance partnerships with schools in our local area.	

Strategy: Enhance student learning through the innovative use of information and communication technology.	
Actions	
Provide iPads in all Prep to Year 3 classrooms to enhance student learning.	Completed in 2016 and continuing in 2017.
Roll out our 1:1 Learning Your Way iPad Program in Year 4 and Year 5 and Bring Your Own Device (BYOX) in Year 6.	
Participate in the Apple Towards Transformation project – individualised professional development.	
Strategy: Build a culture of collaboration and reflection in which all teachers ensure that every student learns at high levels by collectively focussing on results and pedagogical performance.	
Actions	
Implement the Annual Development Performance Plans for all staff members.	Completed in 2016 and continuing in 2017.
Employ 0.5 FTE Instructional Coach (I4S Funding).	
Implement the Mentoring Beginning Teachers Program.	
Develop Mount Cotton Induction program for new staff members.	
Embed the Team IQs (PLTs) process.	
Utilise PLTs to drive school wide improvement in the areas of English, Maths, Supportive School Environment and Personalised Learning.	
Develop a strong teacher feedback culture that permeates the school.	
Strengthen the current Peer Coaching Program, training 4 more coaches and providing time for the process to occur (once a semester).	
Strategy: Continue to define elements of the Mount Cotton Method pedagogical framework.	
Actions	
Develop a whole school approach to goal setting.	Completed in 2016 and continuing in 2017.
Embed the 5 Es in classroom curriculum delivery.	
Implement the Mount Cotton Data Plan, ensuring regular data analysis to inform teaching practice and provide feedback to students.	
Upskill teachers in the consistent delivery and analysis of diagnostic tests.	
Strategy: Enhance local decision making through engagement with the local community.	
Actions	
Continue to provide opportunities for parents and carers to provide feedback to the school on key areas of school development.	Completed in 2016 and continuing in 2017.
Create a parent portal on our website to provide curriculum information to our parent community.	Not completed in 2016
Provide parent workshops (information sessions) around our key improvement agenda.	Completed in 2016 and continuing in 2017.
Develop a consistent brand when marketing the school.	

2016 Results:

A-E Targets	A = 15%	B = 20%	C = 50%	D = 10%	E = 5%
A-E Results English	A = 15.3%	B = 28.2%	C = 41.8%	D = 12.4%	E = 2%
A-E Results Maths	A = 19%	B = 33.4%	C = 38.5%	D = 8.2%	E = 0.7%
A-E Results Science	A = 14.5%	B = 29.2%	C = 49.1%	D = 6.5%	E = 0.2%
A-C Targets	85%				
A-C Results	English = 85.3% Maths = 90.9% Science = 92.8%				
School Opinion Survey Targets	Staff: 94% and above for all questions Students: 94% and above for all questions Parents: 90% and above for all questions				

SOS Results

Staff: 94% and above for all questions >> 97.7%
 Students: 94% and above for all questions >> 95.9% (94.9% in 2015)
 Parents: 90% and above for all questions >> 93.1% (90.6 in 2015)

Future Outlook**Our 2017 Explicit Improvement Agenda is:**

- Reading, in particular Upper 2 Bands
- Problem Solving
- Attendance
- Team IQ – collaborative inquiry

**Mount Cotton State School
 2017 - School Improvement Targets**

Strand	Year Level	Measure	2016 Results	2017 Targets	
Reading	Year 3	NMS	100%	100%	
		U2B	57.3%	48%	
	Year 5	NMS	98.9%	98.9%	
		U2B	41.1%	37%	
Writing	Year 3	NMS	97.4%	98%	
		U2B	40.8%	44%	
	Year 5	NMS	94.4%	95%	
		U2B	13.3%	30%	
Spelling	Year 3	NMS	100%	100%	
		U2B	53.9%	55%	
	Year 5	NMS	94.4%	95%	
		U2B	23.3%	29%	
Grammar & Punctuation	Year 3	NMS	97.4%	98%	
		U2B	59.2%	60%	
	Year 5	NMS	96.7%	97%	
		U2B	43.3%	50%	
Numeracy	Year 3	NMS	100%	100%	
		U2B	46.7%	50%	
	Year 5	NMS	100%	100%	
		U2B	21.3%	22%	
Attendance	95%				
Behaviour Targets	Reduction in major incidents by 5% Reduction in minor incidents by 5% Reduction in physical misconduct by 5% Positive incidents exceed behaviour incidents				
A-E Targets	A = 15%	B = 20%	C = 50%	D = 10%	E = 5%
A-C Target	85%				
School Opinion Survey Targets	Staff: 97.5% - overall rating for all survey items. Students: 96% - overall rating for all survey items. Parents: 93.5% - overall rating for all survey items.				
Reading Levels 80% of cohort	Prep	PM Level 5			
	Year 1	PM Level 13			
	Year 2	PM Level 22			
	Year 3	PM Level 26 and Level 3 Prose			
	Year 4	Prose Level 4			

PAT Tests	Year 5	Prose Level 5
	Senior	Prose Level 6
	Stanine 4 and above	

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	633	301	332	9	97%
2015*	613	296	317	10	97%
2016	620	313	307	8	95%

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

Established in 1876, Mount Cotton State School has been providing quality education to generations of families and enjoys strong ties with its local community. Some students attending the school are descendants of the original families who settled the area.

The community holds high expectations for the learning and behaviour of students. The student body is predominantly of an Anglo-Saxon cultural background so the teaching of LOTE and associated cultural studies is an important aspect of a well-rounded education.

Mount Cotton State School operates a high quality Special Education Program for students with a range of disabilities. Students learn in mainstream classes with the support of a Special Education teacher and teacher aides.

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	23	22	23
Year 4 – Year 7	25	26	26

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Our Mount Cotton Method (Pedagogical Framework)
 - Setting Goals & Expectations
 - Instructional Approach
 - Personalised Learning
 - Supportive School Environment
 - Inquiry Modes
 - Assessment
 - 21st Century Learning
- Our Mount Cotton Non-Negotiables
- Team IQ – Collaborative inquiry
- Special Education program
- Vertical alignment through our Professional Learning Teams (PLTs)
- Early Years Literacy intervention program (ELF) targeting literacy in Year 1
- Support A Talker Program
- Altitude Extension Program
- Distinct Senior Springboard program for Year 6 students
- Japanese LOTE program for Year 4, 5 and 6 students
- 1:1 iPad programs – Year 4 and 5

Co-curricular Activities

- Excursions and Incursion programs across Key Learning Areas
- Outdoor Education programs – camps for Years 4 – 6
- Altitude Extension Excursions – for example, STEM Challenges
- Mathematics Extension programs : Maths Olympiad
- English Extension programs: Readers Cup
- Science Extension program : Science Days of Excellence
- Participation in UNSW National testing for English, Maths, ICT and Science
- Inter School carnival days for sports such as touch football, European handball, netball and field hockey
- Performing Arts – including our Instrumental Music program and our school Choirs (Mount Cotton Voices and Mini Melodies) performing at competitions
- Elite Skipping Team – The Cottonhoppers

How Information and Communication Technologies are used to Assist Learning

At Mount Cotton State School, we are committed to providing opportunities for all students to access a range of digital technologies to enhance learning. Teachers plan specific learning activities integrating ICT's within their units of work. All students access the Internet as well as a range of programs for online learning such as Mathletics, Reading Eggs, Spelling City and Study Ladder.

The professional Development agenda is designed to focus on the enhanced integration of effective digital pedagogies. The use of Virtual Classrooms on the Learning Place as well as the use of digital learning objects has significantly enhanced opportunities for students at school and at home. Every classroom has an interactive whiteboard to support teacher instruction and student engagement in the learning process. Significant investment has been placed into purchasing iPads, laptops and a variety of other mobile technologies to enhance student learning. We have a 1:1 iPad program in Year 4 and 5. In 2017, it will be in 4, 5 and 6.

Social Climate

Overview

The central focus at Mt Cotton State School is the 3 Core Values: Respect, Responsibility and Resilience. These values are articulated in classrooms and across the school on a daily basis, with their output realising our vision of growing Clever, Creative and Caring individuals. These values are reinforced by all members of the community, and are a powerful means of guiding students to become successful students, creative and informed citizens.

Teachers provide a high level of pastoral care for their students. This is reflected in the significantly positive 97% of children stating they are getting a good education and 95% stating they feel safe. With the successful implementation of Peer Support, Great Mates, Student Leadership, Student Council and Chaplaincy in 2016, the school will continue to support the emotional development of all students.

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%	90%	94%
this is a good school (S2035)	96%	88%	98%
their child likes being at this school* (S2001)	98%	99%	97%
their child feels safe at this school* (S2002)	98%	96%	94%
their child's learning needs are being met at this school* (S2003)	94%	86%	89%
their child is making good progress at this school* (S2004)	90%	90%	90%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	89%	86%
teachers at this school motivate their child to learn* (S2007)	94%	92%	93%
teachers at this school treat students fairly* (S2008)	92%	93%	90%
they can talk to their child's teachers about their concerns* (S2009)	98%	97%	92%
this school works with them to support their child's learning* (S2010)	92%	93%	91%
this school takes parents' opinions seriously* (S2011)	88%	83%	84%
student behaviour is well managed at this school* (S2012)	92%	89%	90%
this school looks for ways to improve* (S2013)	98%	92%	93%
this school is well maintained* (S2014)	100%	92%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	98%	97%
they like being at their school* (S2036)	92%	96%	98%
they feel safe at their school* (S2037)	95%	95%	95%
their teachers motivate them to learn* (S2038)	95%	98%	97%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	95%	93%
teachers treat students fairly at their school* (S2041)	83%	90%	95%
they can talk to their teachers about their concerns* (S2042)	85%	91%	90%
their school takes students' opinions seriously* (S2043)	79%	93%	93%
student behaviour is well managed at their school* (S2044)	79%	88%	92%
their school looks for ways to improve* (S2045)	97%	97%	97%
their school is well maintained* (S2046)	92%	98%	97%
their school gives them opportunities to do interesting things* (S2047)	92%	95%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	94%	92%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	82%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	100%
student behaviour is well managed at their school (S2074)	86%	100%	100%
staff are well supported at their school (S2075)	97%	100%	100%
their school takes staff opinions seriously (S2076)	97%	100%	94%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	97%	89%	100%
their school gives them opportunities to do interesting things (S2079)	97%	100%	100%

* 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

Parents and carers are encouraged to enhance their children's education by developing productive relationships with the school. Maintaining open and respectful communication between the school and home is a key aspect to these relationships. Parents are welcome to discuss their children's progress at any time during the school year, as well as at formal parent-teacher interviews. School newsletters are distributed fortnightly to keep parents up to date with activities and celebrate student success.

A range of opportunities are offered to parents to become involved in their child's school including:

- Parent surveys via survey monkey, parent interviews and Parent Consultative groups
- Development of Individual Support Plans (e.g. Individual Curriculum Plans) in consultation with parents.
- Assisting in school programs such as volunteering for Banking/Tuckshop
- Assisting in classrooms with literacy and numeracy support
- Running and coordinating fundraising activities throughout the year
- Attending assemblies on a weekly basis
- Attending various celebration days at the end of each term (e.g. Celebrations of Learning)
- Attend excursions, incursions and camps.

Respectful relationships programs

The Respectful Relationships Education Program has emerged from Recommendation 24 of the Queensland Government's 2015 "Not Now, Not Ever: Putting an end to domestic and family violence" report. It requires schools to embed practices and policies that develop a culture supporting:

- the development and maintenance of respectful relationships;
- self-respect; and,
- gender equality.

Mount Cotton State School operates a whole-school approach across the following four domains:

1. curriculum, teaching and learning;
2. school policy and practices;
3. school culture, ethos and environment; and,
4. partnerships and services

You will see this in action in the following ways:

- Peer Support
- Health Curriculum
- School Behaviour Plan

- School Vision and Statement of Purpose
- Community links

Here are some things that we encourage parents and care-givers, as the first educators of our students, to do to encourage respectful relationships:

- Encourage and model positive interactions
- Encourage working with others and friendly behaviours
- Encourage skills in good communication
- Discuss conflict resolution
- Discuss and practice coping strategies
- Discuss and model safe and ethical online behaviours
- Encourage young people to care and support one another

Respectful Relationships Overview:DET

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	4	10	13
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	1
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

The school has investigated a variety of measures to reduce paper usage, including engaging a staff member to conduct data analysis in this area and come up with strategies to reduce our carbon footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	145,318	439
2014-2015	147,537	
2015-2016	142,661	

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

Sector:

Government

Non-government

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	44	19	<5
Full-time Equivalents	38	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	7
Bachelor degree	22
Diploma	3
Certificate	0

*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 \$26988.96 plus \$31768 through Investing for Success funding. The major professional development initiatives are as follows:

- 7 Steps to Writing Professional Development
- Jolly Phonics
- Teaching of Reading
- Problem Solving
- Peer Coaching
- Data Strategies– Professional Development
- Differentiation, e.g. Positive Schools Conference
- Towards Transformation Apple Project
- A range of Professional Developments to support Students with Disabilities
- STEM – Digital Technologies
- Moderation – school based and cluster moderation.
- Behaviour Management Professional Development
- Mandated DET Professional development
 - Health, Safety and Wellbeing Professional Development
 - Code of Conduct
 - Asbestos Training
 - Student Protection
 - Internal Controls
 - Anaphylaxis Training
 - Keys to Managing Information
 - Curriculum Activity Risk Assessment
 - Fire Extinguisher Training

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

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

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).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	93%	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

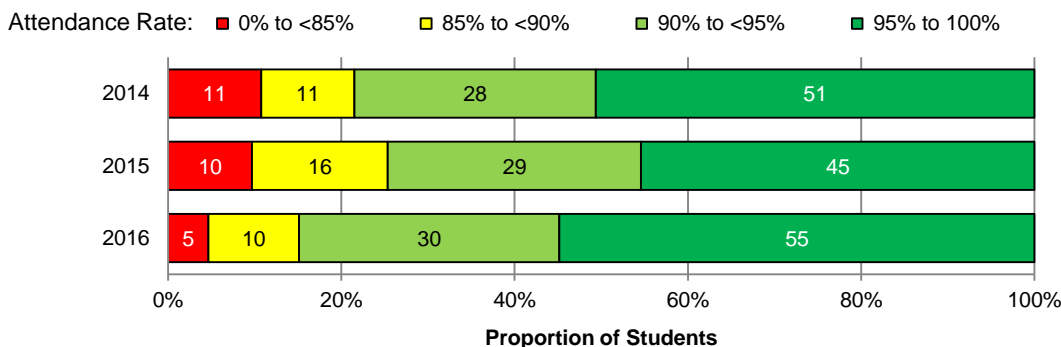
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	93%	92%	95%	94%	93%	92%	88%					
2015	94%	92%	93%	91%	93%	93%	93%						
2016	94%	95%	94%	94%	94%	94%	95%						

*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:



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.

Implementation of electronic roll marking was embedded in practice at the start of 2013. Teachers are provided with sample rolls to ensure they are familiar with absence codes. Class rolls are marked twice daily. Days absent are generated on the end of semester student reports. A Junior and Senior attendance trophy is handed out at each assembly for the class with the highest attendance percentage.

Parents can inform the school about their child's absences via the telephone school absence line. Blue slips are issued daily. Students arriving at the start of instruction report to the school office for a "late slip". Parents who collect their child before the end of the school day sign on "early departure" register.

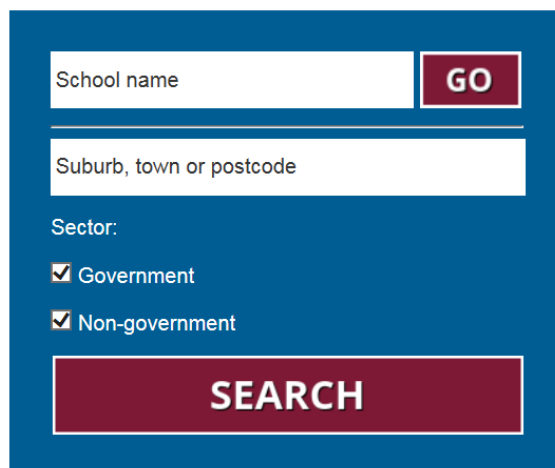
Class teachers notify the school office of unexplained absences of greater than 3 days which are then followed up by administration staff. Longer periods of unexplained absences are referred to the principal and managed in accordance with the departmental policy.

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



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a red "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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.