



Milton 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

Milton State School was established in 1889 and is situated in the inner North Western Suburbs of Brisbane. It is a large primary school, Prep to Year 6, with approximately 720 students and 29 classroom teachers.

Our Instructional Leadership Team includes a Principal, two Deputy Principals, Head of Curriculum, Head of eLearning, Reading, Writing, Evidence and Mathematics Coaches, Strategic Advisory Group Leaders and Professional Learning Team Coordinators. Our Administration support team comprises a Business Manager and two Administrative Officers.

Our school forms part of the **Queensland Academies - Partnership Schools** working in close association with the three Queensland Academies of Science, Maths, Technology, Creative Industries and Health Sciences. This is a unique educational opportunity for our school and assists us with identifying and catering for our 'best and brightest', whilst also providing clear educational pathways for students.

We are also part of the very strong and active 'City Cluster of Schools' comprised of 16 schools in inner city Brisbane. This cluster provides outstanding student learning opportunities and professional development/leadership for teachers and leaders to support each school.

Within our school, various programs are offered for those with disabilities and special needs encompassing intervention and extension. An Intervention Teacher services the school. Students with special needs are fully integrated into the regular class setting. We have a Special Education Program with two teachers, working closely with our students with disabilities and Gifted Education Mentors, who work with our students who require extension in their learning. This team is responsible for our 'Visible Learning' Program.

The increasing cultural diversity of students brings added richness and responsibilities to the operation of the school.

Our EAL/D teacher supports students with English as their second language.

Other specialist teaching staff include - Teacher Librarian, Science, Art, Dance, Drama, Media and Music Teachers, Physical Education Teacher and Italian Teacher. Visiting personnel include – Instrumental Music Teachers, Guidance Officer, School Nurse and Advisory Visiting Teachers for students with special needs, along with our Artist in Residence.

A Student Success Teacher supports our social skills program and we have developed our whole school Responsible Behaviour Plan that can be located on the school website.

Teacher Aides support our students in the classrooms, eLearning Centre and across a wide variety of programs including our prep classes where there is an aide for each class. A full time Schools Officer maintains our grounds and facilities along with our tireless cleaners.

The school operates within an organisational structure which involves students, teachers and parents working together to achieve the educational objectives as outlined in our School Annual Operational Plan and Strategic Plan.

The school features classrooms of single or double teaching space design with wet areas, a four unit prep, tuckshop, an eLearning Centre, music, science art areas, literacy centre, cooking room, and outside school hours care facility.

Our outdoor facilities include a heated swimming pool, cricket practice nets, half court, tennis courts, adventure playgrounds and access to fully fenced Gregory Park where students play during break times, fully supervised by school staff. Our large multi-purpose undercover area provides a terrific play space and eating area for the students and a fitness circuit with climbing wall for the upper school.

We have a purpose built eLearning Centre (library and multimedia facilities) and eight additional classrooms constructed to accommodate our increasing student enrolments. This construction includes the full refurbishment of our school pool amenities and boasts a fully covered, heated, salt-water pool.

Future plans for our school include a \$12 million state of the art Junior Learning Centre being constructed to replace our current early learning precinct. This is due for completion in 2020.

Our Educative Moral Purpose is 'To involve all students as engaged learners in a curriculum that inspires, impacts and challenges them to be in the learning zone.'

Our Underlying Philosophies are...

We believe in a student-centred school, which places the students in the front seat of their learning and encourages them to be curious creative thinkers.

We believe that every student can take a positive step forward each day in their learning journey.

We acknowledge student diversity in all aspects - academically, socially, physically and emotionally and we personalise their learning.

We recognise that each day opens up valuable learning opportunities for everyone in our school community.

We use evidence based high impact strategies and work collaboratively and collegially to achieve the highest possible learning outcomes for all students.

We Believe in...

Connected Learning

Children learn most effectively when learning is challenging, personalised, engaging & exciting. We grow young minds by encouraging risk taking and believe learning pits and rich feedback are a way of achieving deep learning. We believe the 6Cs of critical thinking, communication, collaboration, creativity, culture, and connectivity are the cornerstones to education of the future.

Innovative Teaching

In challenging ourselves to be lifelong learners, we work to continually enrich our repertoires of practice, to include high yield strategies, to be inventive and innovative and to develop collaborative expertise. We engage in feedback opportunities to support our students and teachers learning.

Personal Growth & Partnerships

In maximising the potential of the whole child, emotionally, physically, socially & emotionally, opportunities for students will be boosted when the school community works collaboratively to achieve authentic active citizenship.

I trust that you find the information contained in this report about our school informative and enlightening. Please do not hesitate to contact me personally should you have any questions related to our school.

Kind regards

Paul Zernike
Principal

School progress towards its goals in 2018

- **100% of students at or above National Minimum Standards in Reading, Writing and Mathematics and progression of Investing for Success targets**
- **The teaching of Writing**
- **The teaching of Mathematics- Ann Baker and Jo Boaler**
- **Introduction of informal 'Learning Walks'- Term 3**
- **Focus on Andragogy – Journaling and Professional Learning**
- **Continue reading and spelling as per the frameworks**
- **Continuation of planning and implementing inquiry units of work (Genius Hour, Entrepreneurship)**
- Continuation of case management of students at PLT meetings with 'virtual data walls'
- Continuation of uniform data collection and recording so Student Dashboard becomes 'one point of truth'
- Age Appropriate Pedagogy Program- Prep and beyond
- Finalise the review homework policy and practices

Future outlook

OUR EXPLICIT IMPROVEMENT AGENDA IN 2019:

Each year we focus on particular aspects of our school curriculum where we know we want to provide additional professional learning for our teachers and staff, so they can in turn provide the best possible teaching and learning for your children. Naturally, we continue to provide all other aspects of the curriculum as necessary, however with a clear and narrow focus on specific aspects, it allows for deeper learning and understanding to occur.

This year we are focussing on:

- **The teaching of mathematics**
- **The teaching of writing**
- **Focus on neuroscience of learning and mindfulness**
- **Continuation of planning and implementing inquiry units of work**
- **Continuation of our Digital Pedagogy Program, now in its fifth year.**

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	682	706	717
Girls	351	350	361
Boys	331	356	356
Indigenous	7	5	6
Enrolment continuity (Feb. – Nov.)	97%	96%	96%

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

Overview

At Milton we have a growing diversity amongst our student population. The school is comprised of a small number of students who have English as a second language with the majority of students being of Australian origin. We have a small number of indigenous students (1%) and students with disabilities (5%) and value the fact that such diversity in our school is to be celebrated.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	25	23
Year 4 – Year 6	24	26	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 committed to all students as engaged learners in a curriculum that inspires, impacts and challenges students to be in the learning zone. Our curriculum focuses on the Learning Areas of **English, Health & Physical Education, LOTE (Italian), Mathematics, Science, HASS, Technologies and The Arts**. Our teaching and learning framework focuses primarily on utilising effective, high-yield teaching and learning strategies to enact the curriculum.

Students engage in a **'Working Scientifically'** program with four qualified science teachers, undertaking 'hands on' science activities across the school from Prep to Year 6 on a weekly basis, with a focus on the processes of science.

Our approach to learning in the early years focuses on age appropriate pedagogies to ensure students learn through a balance of 'play based' learning and explicit teaching which becomes more sophisticated as students mature. All students engage in Italian language classes to all year levels including Prep on a weekly basis.

We engage specifically trained teachers in **The Arts** to provide expertise, including an Artist in Residence who works with the students one day per week for the duration of each school year. Our program in The Arts ensures that every child has the opportunity to undertake each of the five strands of The Arts, these include music, dance, drama, media and visual arts, on a rotational basis throughout the year.

The teaching of Mathematics at Milton immerses students in both conceptual and procedural understandings. Each class undertakes a two-week planning cycle focussing on a three-part process of mental routines, problematised situations, strategy lessons and critical reflection, which supports the Australian Curriculum.

The Visible Learning Team follows the appropriate processes to adjust learning programs to suit students with disabilities, those who are on Individual Student Plans or Individual Curriculum Programs. For students requiring extension in their learning programs, the Team assist classroom teachers to make the necessary adjustments in the learning programs to differentiate for these students.

The school offers a comprehensive **camping program from Year 2-6** featuring a variety of destinations. These camps are designed to offer students learning opportunities beyond the classroom.

How information and communication technologies are used to assist learning

Information and Communications Technologies (ICTs) are used extensively by both teachers and students to assist learning at Milton SS. ICTs provide teachers with opportunities to transform the way they work and develop new approaches to facilitate learning. When planning units of work across the curriculum, teachers utilise the SAMR (Substitution; Augmentation; Modification; Redefinition) Model to support and enable them to design, develop, and infuse digital learning experiences for students, utilising ICTs. The goal is to transform students' learning experiences by employing ICTs, resulting in higher levels of engagement and achievement for students.

Milton is a Bring Your Own Device (BYOD) school, with every student having access to their own device for their schoolwork: students in Prep – Year 3 have iPads, while Year 4 – 6 have laptop computers (these also help prepare them for High School). Students have access to a wide range of robotics resources to support their learning, particularly when using computational thinking in mathematics, digital technologies and other STEM subjects (science; design technology; engineering). Each year level has a dedicated coding / robotics resource, including Lego We Do/EV3, Sphero, Dash & Dot, Bee Bots, and Osmo, plus access to Augmented Reality and Virtual Reality devices to immerse them in a range of learning experiences.

The students are registered on a variety of online resources to enhance and support learning, such as Mathletics, Spelling City, Nessy Learning Program, Bug Club Reading, and Education Queensland ebooks Digital Library.

Co-curricular activities

We focus on enriching the curriculum through making links purposefully with excursions, enrichment days, celebrations of learning, and in-school activities.

Selected Year 5 and 6 students participate in a special program, 'High Achievers' with Kelvin Grove State College and Queensland Academy for Creative Industries, which focuses on providing these students with an opportunity to engage with other like-minded students from surrounding schools in English, Mathematics, Science, Digital Technologies - Games Design, Business, Drama and Visual Arts: photography and mixed media. Students in Year 3 and 4 are selected to participate in Mini festivals that include Visual Art, Science, Writing, Design Technology and Coding. This festival is in partnership with our City Cluster Alliance of 17 schools.

Offerings for Year 5 and 6 also come from our Partnership with Queensland Academies for various enrichment programs including Virtual STEM Academy and STEM Horizons.

High Achieving Indigenous students participated in 'Solid Pathways' an online Creative and Critical thinking course each week through the University of Queensland.

Extra-curricular activities are offered across the school, at lunchtimes and before and after school. These include chess club, run club, instrumental music, choir, visual art, LEGO club, makerspace, Drumbeat, playground ranger activities, coding club, arts club, swimming and inter-school sport. Participation provides students with experience in a range of activities and helps to build positive self-esteem.

A wide range of competitions are offered such as debating, ICAS Science, Writing, Mathematics, Digital Technologies and English, Choral Fest, Concert Band, and chess.

As part of Queensland Academies- Partnership Schools with the Queensland Academies for Science/Maths/Technology, Creative Industries and Health Sciences, select year 3-6 students participate in the Young Scholars Program and Bright Minds offering online and face to face learning opportunities.

Social climate

Overview

Milton State School prides itself in providing a safe and supportive environment for all students.

In 2018, we focused on classroom climates that include mindfulness, brain breaks and growth mindset to enhance the learning environment for all students.

We welcome all children from all social, cultural community and family backgrounds, of all identities and abilities. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.

The collaborative development of our School Charter reflects the values and norms of our school community and clearly articulates how we agree to treat each other across the school community.

Our focus on student wellbeing and behaviour can be found in our School Responsible Behaviour Plan located on the school website.

THE MILTON STATE SCHOOL CHARTER - describes the ways that members of our school community agree to treat one another.

As a result of this agreement we will consciously:

Maintain an environment of trust, honesty and openness in our actions and communications

Inspire high levels of respect in the treatment of others

Listen to others actively, understand their points of view, be tolerant of differences and promote professionalism

Together we work as a team, reflecting a growth mindset, where challenges are seen as a chance to grow and learn

Openly promote wellness, collegiality and fun through positivity and kindness to each other

Now our goal is to embrace and maintain quality, innovation and excellence

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)	90%	95%	93%
• this is a good school (S2035)	92%	96%	98%
• their child likes being at this school* (S2001)	98%	97%	98%
• their child feels safe at this school* (S2002)	98%	97%	98%
• their child's learning needs are being met at this school* (S2003)	89%	89%	90%
• their child is making good progress at this school* (S2004)	90%	91%	90%
• teachers at this school expect their child to do his or her best* (S2005)	95%	96%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	92%	89%
• teachers at this school motivate their child to learn* (S2007)	92%	92%	92%
• teachers at this school treat students fairly* (S2008)	92%	94%	92%
• they can talk to their child's teachers about their concerns* (S2009)	90%	96%	93%
• this school works with them to support their child's learning* (S2010)	88%	90%	84%
• this school takes parents' opinions seriously* (S2011)	77%	86%	80%
• student behaviour is well managed at this school* (S2012)	89%	90%	88%
• this school looks for ways to improve* (S2013)	94%	93%	92%
• this school is well maintained* (S2014)	96%	98%	99%

* 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%	99%	98%
• they like being at their school* (S2036)	98%	98%	99%
• they feel safe at their school* (S2037)	98%	99%	99%
• their teachers motivate them to learn* (S2038)	95%	95%	99%
• their teachers expect them to do their best* (S2039)	98%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	96%	95%
• teachers treat students fairly at their school* (S2041)	91%	88%	94%
• they can talk to their teachers about their concerns* (S2042)	90%	94%	93%
• their school takes students' opinions seriously* (S2043)	86%	92%	91%
• student behaviour is well managed at their school* (S2044)	93%	90%	92%
• their school looks for ways to improve* (S2045)	98%	99%	99%
• their school is well maintained* (S2046)	98%	98%	97%
• their school gives them opportunities to do interesting things* (S2047)	95%	98%	96%

* 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%	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)	96%	93%	97%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	89%	89%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	98%	100%
• student behaviour is well managed at their school (S2074)	96%	91%	100%
• staff are well supported at their school (S2075)	96%	88%	97%
• their school takes staff opinions seriously (S2076)	96%	88%	97%
• their school looks for ways to improve (S2077)	100%	98%	100%
• their school is well maintained (S2078)	96%	93%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	98%	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

At Milton State School the development of the partnership between the school, parents and the wider community is of paramount importance. Parents play valuable roles in supporting their child's education. The parents have numerous opportunities to become involved in the life of the school through a range of activities.

The P&C Association is particularly active and supportive of all school activities, playing a significant role in the management of Milton Outside School Hours Care, swimming club and learn to swim classes, the hire of the tennis courts and providing advice on key strategic and school-based issues. It consists of a number of sub committees, who report back to P and C meetings held on the second Tuesday each month. In 2009 we held our inaugural Milton Fair on the Green in Gregory Park. This continues to be an enormous community event and most successful in bringing our school and wider community together.

Parents have the opportunity to become involved in the school through supporting their children in the classroom, through the Classroom Coordinators group, school open days, key events such as social, cultural and sporting days and through parent teacher information and conference evenings. Many family and community members come along and assist in our students' classrooms in all aspects of our curriculum from reading and art to robotics and mathematical problem solving. Our run club has also seen numerous parents join their children for fitness activities before school and our inter-house swimming, cross country and track and field events are always well supported by the school community.

As a key aspect of our Community Learning Program, we look to engage parents in all aspects of understanding the curriculum initiatives and new policies being implemented. This is integral to the success of programs such as Digital Literacies, Cyber safety, and The Teaching of Reading and Writing. We respond to parent requests for a greater understanding of what and how their child is learning.

The Visible Learning Team work in partnership with parents and various professionals and community members. A team approach is preferred to deeply understand our students with various learning profiles or disabilities.

Our engagement with the wider community sees us being involved with such events as the Movies in the Park which supports businesses in our area and the revised school newsletter which allows local businesses and community groups the opportunity to advertise for the year on the back of our newsletter.

The School Opinion Survey results from parents and caregivers, specifically, that Milton is a good school was 98% and was above like and state mean in comparison with other schools across Queensland.

Respectful relationships education programs

Our school community has identified the following school rules and expectations to teach and promote our high standards of positive behaviour – at Milton State School we are: **Safe, Responsible, Respectful**

Our school rules and expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Our Responsible Behaviour Plan for students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. It outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. This includes our belief of having a **growth mindset** with staff and students (Dweck). When we embrace mistakes and attempts, we build confidence and the possibilities for what we can accomplish are amplified.

Students are taught and encouraged to "Do the 5", a strategy for being aware and dealing with personal safety situations. *The aim of the strategy is for students to follow a simple process to handle students they perceive to be bullying or when dealing with disputes and quarrels in a nonviolent way.*

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	1	2	2
Long suspensions – 11 to 20 days	0	0	0
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

The school has worked consistently to reduce the environmental footprint with the implementation of our School Environmental Management Plan (SEMP) which outlines key strategies to reduce the usage of various resources. This year the Sustainability Committee comprising staff, parents, students and local community members has initiated and is instrumental in determining the way forward for our school to reduce its environmental footprint. Students have developed a sustainability garden in the school grounds and will link with a local sustainability team to develop a community garden in the local park in 2015/16. The committee has also reintroduced Active School Travel and a school wide recycling program including soft plastics.

We have requested that no lighting/air conditioning/ fans be left on when a room is not in use nor overnight/weekends. Where possible we have water saving devices fitted to all toilets and taps and use water from numerous tanks around the school to maintain our gardens and grass. We also have solar panels operating to feed back into the electricity grid, reducing our overall consumption as is evident by the table below. Naturally, with the increase in student numbers and additional buildings, we have seen an increase in our consumption of electricity and water

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	352,596	386,886	379,362
Water (kL)	1,744	2,176	2,277

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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	26	<5
Full-time equivalents	44	16	<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	2	
Graduate Diploma etc.*	0	
Bachelor degree	51	
Diploma	1	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$85000

The major professional development initiatives are as follows:

We believe that teaching and learning is not formulaic, and we subscribe to an approach which allows for teachers to differentiate their learning through self-direction. This involves teachers identifying their own learning needs using a number of school developed tools (student and teacher perception surveys), personalised professional learning plans and POD learning groups.

The school has a very comprehensive professional learning program for all staff which is based on a model developed by The Centre for Creative Leadership'. We have professional learning for one hour every Wednesday afternoon, provide opportunities for staff to 'Watch Others Work' and undertaking Professional Learning Team meetings at which student achievement and progress is discussed using a case management model developed by Lyn Sharratt.

We have six coaches working across the school in reading, writing, mathematics, inclusion, differentiation and digital literacies, all under the leadership of the Deputy Principals. This allows for teachers to identify the 'stream' which best suits their own needs and to focus on one aspect of their teaching and learning, as it relates to the needs of their students.

Some of the key initiatives undertaken across the school for professional learning included: the teaching of mathematics, digital technologies, data analysis, teaching of reading and writing, developing assessment tools, moderation processes, collaborative planning of curriculum topics, and numerous individual seminars and conferences. Significant work was undertaken with Lane Clark to implement an 'inquiry-based model' across the school and with Sheena Cameron in the teaching of writing.

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

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	96%	95%	95%
Attendance rate for Indigenous** students at this school	90%	93%	92%

* 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	95%	95%	96%
Year 1	96%	96%	95%
Year 2	96%	95%	95%
Year 3	95%	95%	95%
Year 4	96%	95%	96%
Year 5	95%	96%	95%
Year 6	96%	94%	95%

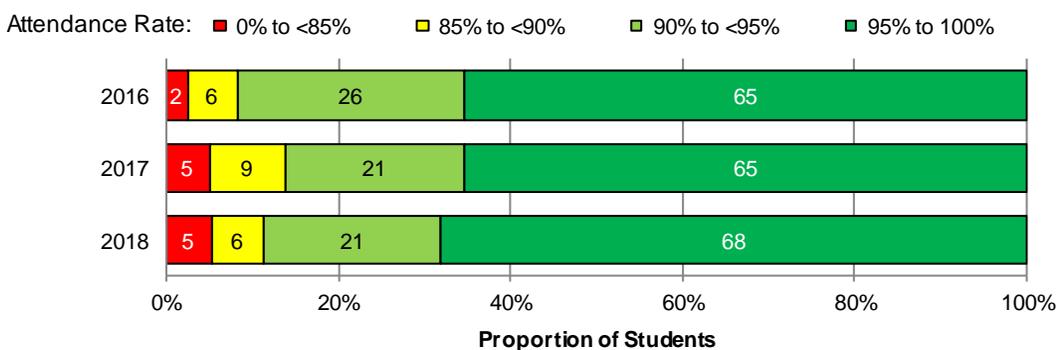
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Rolls are marked electronically twice a day by classroom teachers. These are checked at the beginning of each day by our attendance officer.

The procedures followed for non-attendance at school for part of or a whole day is that a text is sent via an SMS system requesting confirmation of a student's absence from school and the reason. This is then entered into the school system.

Where absences are longer than three consecutive days or a pattern becomes evident, the classroom teacher will follow up, requesting explanation. If this continues, then the formal process as outlined in Education Queensland policy is initiated.

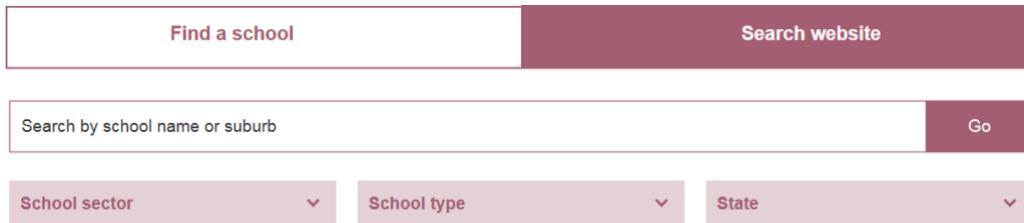
Students arriving late to school must report to the school reception to obtain a late slip.

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

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 '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.