



Pimpama 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



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School Overview

The name Pimpama is of aboriginal origin, there being several versions of its translation - 'place of soldier birds', 'place of magpie larks' or as a corruption of Bim Bim Ba 'place of many birds'. It is pronounced with the stress on the first syllable, and short 'a' in the second - PIM-pa-ma.

Pimpama State School was first proposed on August 3, 1871 and opened on April 15, 1872. It was attended by twenty six children and is located on Hotham Creek Road North, South of Ormeau. The site is very well presented with a focus on providing a visually aesthetic and functional environment. The original building remained for sixty six years, and it was replaced in 1939 by the first of our present buildings.

At Pimpama State School we believe the most important sign of a healthy school is found in its curriculum and the totality of opportunities provided for the education of each student. Pimpama State School has a reputation for providing a superior learning experience for students from Prep to Year Six. Parents choose this school because of its family orientation, the strong community feel, the emphasis on the curriculum and individual teaching methods. The school has been extremely active in developing school facilities and advancing curriculum and learning. There has been a major emphasis placed on teacher professional development, as the school further embraces the goals of Education Queensland's Strategic Plan. Differentiated curriculum is also a priority, catering for every individual student's needs across a broad range of key learning areas. A comprehensive set of school based data and diagnostic assessments are used to drive our intervention and differentiation programs within the school, which allow our teachers to gain a greater, more in-depth understanding of student levels of achievement and development.

Pimpama State School created and implemented the Intervention for Improvement (I4I) Model (Diamond of Inclusivity). This model is a whole school data-driven model, providing levels of support to both enhance excellence and support learning needs, with the aim of improvement for both high-achieving and under-performing learners. Use of the I4I Model has resulted in significant improvements in school based literacy and numeracy assessment as well as NAPLAN results in all year levels. This program has also contributed to the fact that Pimpama State School was named the most improved primary school (NAPLAN) in 2012 and was presented with the Regional Showcase Award for Academic Success. Pimpama State School also received the Regional Showcase Award in 2013, 2015, 2016 and was a finalist in the State awards in 2016.

At Pimpama State School, we want every student to be a happy, competent learner and to be a confident member of the school community. We continue to offer a wide curriculum that we believe caters to the interests of our students. We also want students to have faith in his/her teacher and to feel sure of the teacher's regard and interest. There is a variety of extracurricular activities on offer, ranging from regular sporting programs to lunchtime clubs and activities. The Pimpama State School Opinion Data Survey Report reflects parent satisfaction with student outcomes, school-community relations and general satisfaction. From the parents surveyed, 98% indicated that Pimpama State School is a good school, their children work well at the school, the school is developing numeracy and literacy skills and that this school works with them to support their child's learning.

Principal's Forward

Pimpama State School - Your child, our student, their future, is a proud Independent Public School committed to providing education of the highest quality to our school community. The school is governed by a School Council who monitor strategic performance and provide advice to the Principal on matters of strategic importance.

At Pimpama State School, we value Learning, Respect, Responsibility and safety. Our school programs and practices embed our values: Pride, Integrity, Manners, Partnerships, Acceptance, Morality and Accountability into all areas of learning and school life. Our students and staff commit to our school motto, 'Partners in Education' as they develop deep understanding and knowledge of the importance of lifelong learning and working with open hearts and open minds.

Our vision is to excel in the art and science of teaching by encouraging students to believe in themselves, inspiring students to value their uniqueness, building a strong self-belief, shaping students to become active and reflective Australian and global citizens and collaboratively creating the best learning environment.

Our mission aims to treat with care and respect all people involved in its communal life. Our school values the partnership between teachers, parents and students and fosters open communication.

We provide a safe and supportive environment that optimises student success and well-being through our positive behaviour and learning approach. We promote a spirit of fun, belonging, and cooperation amongst staff, parents and the community.

Introduction

School Progress towards its goals in 2016

Pimpama State School's Diamond of Inclusivity intends to improve the academic progress and socioemotional growth of every student. This whole-school approach to inclusive education has developed into a data driven monitoring tool where student support is systematically regulated. It reflects an expectation of ongoing progress and a belief that every student is capable of learning. The levels of support range from differentiated implementation of whole-school programs that focus on school targets to intensive intervention to meet specific student needs.

Pimpama State School's journey started in 2011 with the identification of a need for more effective methods to differentiate learning experiences for all students. In 2012, comprehensive data analysis practices were added to the model to enhance the way student learning was tracked and monitored across the school. 2015 saw the process behind the Multi-tier model evolve into the 'Inclusive Cycle of Support' – a way of supporting and enhancing teaching quality through a systematic system of collaborative reflection and shared responsibility which has ensured that our teachers are supported through the development of skills and the provision of resources to achieve a shared vision for our learners. The inclusion of social/emotional programs across the tiers in 2016 is a proactive response to accommodate the changes occurring within the local community.

School Improvement Priorities 2016

- Systematic delivery of curriculum and differentiated learning including the implementation of ACARA (P-12 Curriculum framework and policy statements) and alignment with existing practices and policies.
- Spotlight on effective teaching practices and the analysis and discussion of data through refinement of the 'Intervention for Improvement Model' and the implementation of the layers of our Differentiation Diamond.
- Provision of a culture that promotes and enhances individualised learning, reflection and goal setting through the targeted use of resources and partnerships.
- Provision of a 21st century learning environment that provides individualised and holistic education programs meeting the needs of the whole child
- Support and development of an expert teaching team through enactment of an explicit improvement agenda focussed on:

1	Writing Program focussed on improving writing & Reading focussed on improving Phonological Awareness (SSP) and Oral Language (First Steps)	Writing and Reading Program implemented in 2015. Ongoing improvements in 2016 - 2017
2	Spelling Program focussed on improving spelling	Spelling Program fully implemented in 2016
3	Numeracy (Mental Maths program focussed on improved speed and accuracy)	Numeracy (Mental Maths Program) fully implemented in 2016
4	Design & Technology program focussed on "coding"	Design & Technology program fully implemented in 2016
5	Economics & Business (Yr 5 & 6), Civics & Citizenship (Yr 3-6) focussed on full implementation	Economics & Business (Year 5 & 6), Civics & Citizenship fully implemented in 2016
6	eLearning opportunities such as the iPad program, 24:7 Learning and Journaling for Learning	24:7 Learning and Journaling for Learning fully implemented
7	Pedagogical Framework – Based on ASOT (Marzano's- The Art and Science of Teaching)	Pedagogical Framework fully implemented. Ongoing improvements in 2017
8	Behaviour and attendance	Behaviour and attendance – Ongoing improvements

Future Outlook

School Improvement Priorities 2016

Systematic delivery of curriculum and differentiated learning including the implementation of ACARA (P-12 Curriculum framework and policy statements) and alignment with existing practices and policies. This includes our:

Primary Improvement Priorities

- 1 **Writing Program - focussed on improving writing**
- 2 **Reading focussed on improving Phonological Awareness (SSP) including Oral Language (First Steps)**

Secondary Improvement Priorities

- 3 **Spelling Program focussed on improving spelling**
- 4 **Numeracy (Mental Maths program focussed on improved speed and accuracy)**
- 5 **Design & Technology program focussed on "coding"**
- 6 **Economics & Business (Yr. 5 & 6), Civics & Citizenship (Yr3-6) focussed on full implementation**

Supplementary Improvement Priorities

- 7 Focus on effective teaching practices through our **Pedagogical Framework – Based on ASOT (Marzano's- The Art and Science of Teaching)**
- 8 Emphasis on the analysis and discussion of data through the refinement of the **'Model of inclusivity'** and the implementation of the layers of our **Differentiation Diamond**
- 9 Provision of a culture that promotes and enhances individualised learning, reflection and goal setting through the targeted use of resources and partnerships through our **eLearning opportunities such as the iPad program, 24:7 Learning and Journaling for Learning** - Provision of a 21st century learning environment that provides individualised and holistic education programs, meeting the needs of the whole child
- 10 Support and development of an expert teaching team through the implementation of an explicit improvement agenda and our **"Pimpama Pedagogies"**
- 11 **Behaviour and attendance**

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	500	233	267	17	94%
2015*	545	270	275	24	94%
2016	589	284	305	33	94%

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

The Pimpama school community comprises families in the suburbs of Willow Vale, Grange Country Estate, Pimpama, Salzburg Mews, Maddison Estate, the "Heights", Pimpama Village and Strawberry Fields

Pimpama State School is a co-educational facility with students ranging from Prep to year 6. The majority of families are from English speaking backgrounds with 6% of students identifying Aboriginal and/or Torres Strait Islander. There are a variety of socio economic groups within the school parent body, from a variety of family situations. Recent housing developments within five kilometres of the school are likely to have an influence on future student population. Enrolment growth is steady but well managed.

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	21	24	25
Year 4 – Year 7	26	25	25

*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

At Pimpama State School we support the individual improvement of every student in every classroom through targeted and differentiated instruction. The *BYOD iPad Program* helps create the next generation of global citizens; The *Values and Social Skills Program* caters for students' social and emotional needs; Other whole-school programs, for example, *7 Steps to Writing Success* and *Comprehensive Comprehension*, allow teachers across all year levels to scaffold prior learning in a way that is consistent and familiar to all students as they continue their learning journey from Prep through to Year 6. Crucially, the *Intervention for Improvement* program supports all students to be successful learners and *Journaling for Learning* encourages learners to be self-driven with SMART goals.



- **Master Teacher position** – The Master teacher leads the 7 steps of writing program (Prep – Year 6) and relevant key tasks at our school. The Master teacher also offers additional support involving the school curriculum and teaching framework. The role also involves improving and enhancing pedagogical practice for all staff by researching and modelling quality teaching across all year levels, provide coaching and guidance to teachers and other staff in delivering quality teaching, improve the capacity of school teams to use evidence-based assessment to inform teaching and learning and support all staff in the analysis of, and response to, systemic and student data.
- **Head of Learning position** - The HOL position focuses on high quality teaching and learning through coaching and mentoring classroom teachers based on contemporary practice to ensure differentiated programs and improved curriculum outcomes for all students. The Head of Learning position, within a generic position description would reflect both systemic directions and school-based needs. The HOL position aims to align and improve our Pedagogical Framework.
- **Program Co-ordinator** - The Program Co-ordinator position focuses on high quality teaching and learning through ensuring the various programs are well organised and managed throughout the school community. The role also involves the co-ordination of our behaviour management policies. The Program Co-ordinator position offers additional support to curriculum and other important program development within the school.

Our distinctive curriculum offerings are:

- Specialist lessons in Science, Technology and Coding, Music, HPE, Japanese, Instrumental Music, RAP, G&T and Library
- An extensive program in environmental education and a focus on sustainability
- Elective based subjects such as; sport, journalism, creative arts, science club
- Full optic fibre link to all classrooms and library
- Wireless internet in all classrooms
- Two fully functional computer labs with new Interactive Whiteboards
- In addition, all classrooms have a small number of computers also connected to the curriculum network.
- LCD Interactive Touchscreen Panels in every classroom from Prep to Year 6
- Timetabling has been arranged to allow for blocks of uninterrupted teaching time, particularly in Literacy and Numeracy.
- Intensive intervention program with maximum use of Teacher and Teacher Aide time in all classes

Co-curricular Activities

- AFL (After school)
- Camps – Year 2, 4 and 6
- Chess
- Choir
- Cluster Music Camps
- Cricket
- Culmination Days
- Days of Excellence in Science, Visual Arts, Dance, Drama, ICTs, Writing
- Extra-curricular activities to students at lunchtime
- Golf – After school
- Instrumental Music
- Music Bus (Prep – Year 3)
- Parent / Teacher information evenings
- Playground Rangers
- Premier's Reading Cup
- Soccer
- Student Council
- Swimming (Year 1 – Year 5)
- Table tennis
- Tennis
- Touch Football
- U8's Day
- Wakakirri
- Year 6 Graduation

How Information and Communication Technologies are used to Assist Learning

Pimpama State School aims to position itself as a centre of continuous learning for staff, students and the community, with a strong emphasis on Information and Communications Technology. Computers are allocated to all teaching blocks as we explore the potential for great improvement in teaching practice and learning management skills. Students are taught to utilise basic programs and to access the World Wide Web and participate in learning activities using iPads, emails, forums and Wikis. All activities involving iPads and computers are aimed at assisting students to learn and to see technology as a tool for learning. Pimpama State School is an iPad school and all students are requested to bring their own iPads to school. Students also use iPads and computers for the production of visual and multimedia presentations. All our classrooms are equipped with state of the art interactive Panels and programs to assist students' learning on a daily basis. Two computer labs with designated time allocation for all classes have allowed for greater creative interaction between students. A skilful, designated practitioner teaches coding to the students and models lessons for the classroom teachers to build their capacity. Visiting professionals are common place as Pimpama is a recognised regional leader in ICT's.

Social Climate

Overview

Pimpama State School has a reputation for being a family based school. Our school community is committed to a set of values that underpin how staff and students behave, interact with others, learn, and develop partnerships with parents and members of the wider community. These values are:

Pride
Integrity
Manners
Partnerships
Acceptance
Morality
Accountability

In conjunction with these values, we specifically teach social skills to the students and encourage them to take ownership of their school through the development of gardens and the organisation of club activities by senior students, in conjunction with clubs run by teachers. Lunch-time sports have once again played an integral part in helping with creating and maintaining the positive social climate within our school.

The Pimpama school community is known for its care and generosity towards others. The community gets involved in our "Farmers' Market" on Parade days; with all proceeds going to sponsor a child in Africa. Other fund raising events are planned to raise money for various charities, including Guide dogs and Canteen. Our Guidance Officer provides support and guidance for students whose behaviour, emotional or psychological outlook is impacting on their learning performance.

The social climate has always been a real strength of our school, and the "Pimpama Way" is continually reinforced by all members of our school community; in classroom practice, in the playground, on assemblies and through school newsletters.

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)	100%	96%	98%
this is a good school (S2035)	100%	97%	98%
their child likes being at this school* (S2001)	98%	99%	97%
their child feels safe at this school* (S2002)	100%	96%	98%
their child's learning needs are being met at this school* (S2003)	93%	90%	95%
their child is making good progress at this school* (S2004)	93%	96%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	96%	95%
teachers at this school motivate their child to learn* (S2007)	98%	96%	97%
teachers at this school treat students fairly* (S2008)	95%	95%	92%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%	97%
this school works with them to support their child's learning* (S2010)	95%	94%	98%
this school takes parents' opinions seriously* (S2011)	91%	95%	93%
student behaviour is well managed at this school* (S2012)	95%	96%	95%
this school looks for ways to improve* (S2013)	95%	97%	97%
this school is well maintained* (S2014)	100%	100%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	99%	100%
they like being at their school* (S2036)	99%	99%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	98%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	100%
teachers treat students fairly at their school* (S2041)	97%	98%	99%
they can talk to their teachers about their concerns* (S2042)	97%	97%	97%
their school takes students' opinions seriously* (S2043)	99%	98%	99%
student behaviour is well managed at their school* (S2044)	98%	98%	99%
their school looks for ways to improve* (S2045)	100%	98%	100%
their school is well maintained* (S2046)	99%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	98%	99%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	100%	94%
they feel that their school is a safe place in which to work (S2070)	98%	100%	96%
they receive useful feedback about their work at their school (S2071)	98%	95%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	97%	91%
students are encouraged to do their best at their school (S2072)	98%	100%	98%
students are treated fairly at their school (S2073)	98%	100%	96%
student behaviour is well managed at their school (S2074)	98%	100%	98%
staff are well supported at their school (S2075)	98%	95%	96%
their school takes staff opinions seriously (S2076)	93%	98%	94%
their school looks for ways to improve (S2077)	98%	100%	98%
their school is well maintained (S2078)	98%	100%	98%
their school gives them opportunities to do interesting things (S2079)	96%	100%	98%

* 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 have always been a major part of the learning journey at Pimpama State School and are constantly involved in a variety of programs within the school. A strong sense of community feel is evident with a large number of parents and caregivers attending our weekly school assemblies. Our school regularly celebrates student successes, communicates information and showcases children's performances.

Opportunities for parents to be involved in their child's education include:

- Volunteering in classrooms on a daily basis
 - * working with students in small groups,
 - * helping sort out home readers in the Junior School
 - * helping with Reading, Mathematics, Art, and excursions
 - * supporting the morning set up for Preparatory classes
- Organising larger school activities and events, such as the Annual Auction Day.
- Attending Parent / Teacher interviews at the start of Term One and Three to discuss student progress
- Receiving Report Cards at the end of Term Two and Four
- Being part of a fantastic P&C Association
- Helping in the canteen and uniform shop
- Volunteering on the Fundraising committee
- Assisting at the Disco (One per term)
- Volunteering in the Resource Centre, covering books and cataloguing.
- Writing Grant applications to improve the infrastructure of the school, such as the Coughlan Centre.

Our school community is continually strengthened by the strong parental involvement in school celebrations, activities and events. The close link with parent, child and teacher/s is a valued and vital relationship within our learning community.

Respectful relationships programs

Respectful interactions are explicitly taught and modelled by staff and students- for students. Whole school programs include: Responsible Behaviour Plan for Students; our 7 School Values; weekly social skills; annual Life Education Program; Stranger Danger; protective behaviours and Daniel Morcombe units. Programs for identified students include: BBB- Building Better Behaviours; Get Real; Chit Chat; and Chaplain led activities.

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	1	4
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

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

The school is always looking at ways of reducing its environmental footprint. However, with the growth of student enrolments over the last few year and increased infrastructure, the water and electricity usage increased dramatically. Once all building is completed, we hope to decrease all water and electricity usage. We are working on reducing our water consumption through the use of creek water for gardening, water tanks, the planting of native species and mulching to maintain the moisture in the ground.

Our Waste management practises of recycling and worm farming have continued to significantly reduce our land fill waste and our school Sustainability Coordinator attended workshops to complete the Pimpama SEMP plan

Smart Boards and air conditioners were installed in all new learning areas which increased our energy consumption. As a consequence, we are looking at alternative programs to save energy.

Our newsletters and internal communication is now almost entirely through email

All students are immersed in learning about recycling and protection of wildlife.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	149,503	845
2014-2015	153,762	2,902
2015-2016	158,419	807

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	20	0
Full-time Equivalents	37	11	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	1
Bachelor degree	36
Diploma	5
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 \$40 000, 00.

The major professional development initiatives are as follows:

- Weekly Professional Development opportunities for all staff – Monday afternoons
- Health and Wellbeing
- ACARA Curriculum Alignment and Review
- Writing - 7 Steps
- Reading – Comprehension program, Vocabulary program, Sight words program, Phonological program
- ICT expectation and exploration for English and Mathematics
- Intensive Reading Program, PM testing and IPI Testing
- Data analysis for student improvement.
- Gifted and Talented – Differentiation and Identification for RAP (**R**aising **A**cademic **P**erformance)
- Code of Conduct and Asbestos Training
- Responsible Behaviour Plan Review
- Workplace Health and Safety
- Risk Assessment and First Aid Training
- OneSchool Data entry Training
- Using School-based Assessment Data
- ICT Training and Interactive Panel Training
- Productive Pedagogies and Pimpama Power Pedagogies

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.	98%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	88%

*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%.

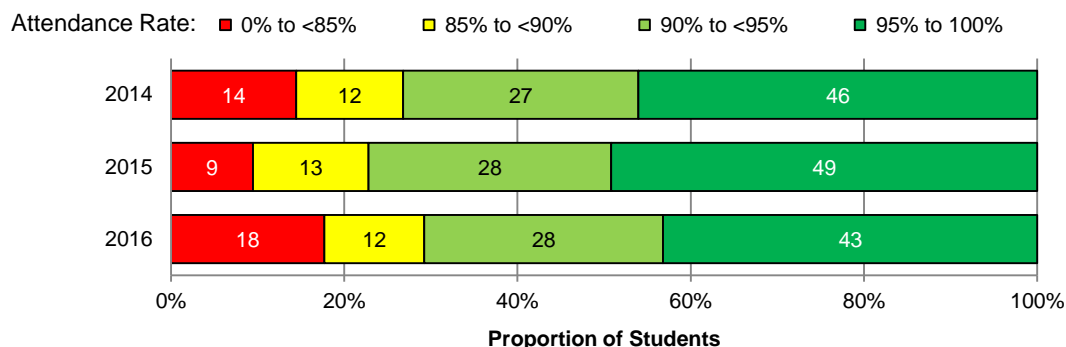
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	92%	92%	94%	92%	92%	90%	94%					
2015	93%	93%	93%	92%	94%	93%	94%						
2016	94%	91%	91%	92%	89%	90%	92%						

*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.

- School Rolls are marked twice daily and data is collated weekly at the Office.
- Students who are more than 15 minutes late receive a late notification.
- Teachers monitor classroom absences and follow through on short term absences and refer long term absences to the school's administration.
- Absences of three days or more are followed up by the Principal with phone contact
- Education Qld sanctioned letters to remind them of their obligations are sent home
- Parents are provided written records of their child's absences each term
- Parents may request additional information if required

Students who do not show an improvement in attendance after meetings and letters have been sent to their parents are referred to the Department Of Community Services

To improve attendance:

- The best class attendance is announced on Parade, once a week
- The winning class is presented with a trophy every week on Parade
- Every 5 weeks, the winning class overall, selects the school music bell for the next 5 weeks

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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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 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.