Principal’s foreword

Introduction

This report provides a summary of the achievements of our school during the last year. Included are overviews of the specific areas targeted during 2011 to focus on our continuing commitment to student improvement, maintaining a culture that promotes learning and to address the Planning Priorities and Focus Areas.

School progress towards its goals in 2012

<table>
<thead>
<tr>
<th>Key directions of the Strategic Plan 2012 to 2015</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continued focus on Core Learning priorities;</td>
<td>Focus in school and teacher planning for 2012.</td>
</tr>
<tr>
<td>• Reading</td>
<td></td>
</tr>
<tr>
<td>• Writing – including Spelling, Grammar and Punctuation</td>
<td></td>
</tr>
<tr>
<td>• Numeracy</td>
<td></td>
</tr>
<tr>
<td>• Science</td>
<td></td>
</tr>
<tr>
<td>• Retention, attainment and transition of students at key junctures</td>
<td>Transition program for Year 7 to High School embedded in practice.</td>
</tr>
<tr>
<td>• Closing the Gap between the attendance and outcomes of indigenous and non-indigenous students.</td>
<td>Embedded in practice.</td>
</tr>
<tr>
<td>• Teaching and Learning Focus areas: Year 3 and Year 5 Spelling</td>
<td>• Targeted in teacher planning for 2012.</td>
</tr>
<tr>
<td>• Monitor progress in Year 5 Writing, Grammar and Punctuation and Numeracy.</td>
<td>• Specific focus on spelling Prep to Year 3.</td>
</tr>
<tr>
<td>• Target setting - school, individual classes and students.</td>
<td>Embedded in practice.</td>
</tr>
<tr>
<td>Leadership by Deputy Principal and Principal – Focus Areas:</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>- Core learning areas</td>
<td></td>
</tr>
<tr>
<td>- Quality curriculum</td>
<td></td>
</tr>
<tr>
<td>- Student achievement and improvement</td>
<td></td>
</tr>
<tr>
<td>- Pedagogical practice</td>
<td></td>
</tr>
<tr>
<td>- Teacher feedback</td>
<td></td>
</tr>
<tr>
<td>- Quality assessment</td>
<td></td>
</tr>
</tbody>
</table>

| Ongoing focus for Deputy Principal and Principal.       |
Future outlook

Key Priority Areas and Activities to be Undertaken in 2013

The ‘United in Our Pursuit of Excellence’ document is a reference source for this plan

School Community and Partnerships
High levels of student, parent, staff and broader school community confidence in the school’s performance and achievement.

Continue to build the features of the school identified in the 2012 School Opinion Survey:

100% of parents surveyed agree that:

- Their child likes being at this school.
- Their child feels safe at this school.
- Their child is making good progress at this school.
- Teachers at this school expect my child to do his or her best.
- Teachers at this school provide my child with useful feedback about his or her school work.

100% of students surveyed agree that:

- My teachers motivate me to learn.
- My school looks for ways to improve.
- My teachers encourage me to do my best.
- My school encourages me to participate in school activities.

100% of staff members surveyed agree that:

- They feel that this school is a safe place to work.
- They are satisfied with the physical conditions at this school.
- Staff and community relations in this school are good.
- They have a good working relationship with other staff.
- They get on well with the students in this school.
- The staff in this school put a lot of energy into their work.
- It is clear what their responsibilities are in this school.
- Their skills enable them to make a worthwhile contribution to this school.

School Curriculum
Consistent curriculum planning and implementation to improve learning.
Core Priorities

Whole school focus

- Aligned Whole School Curriculum – in the areas of:
  - Reading Program (Cars & Stars: comprehension skills – especially inferring)
  - Writing Program (explicit teaching of writing eg. Persuasive text)
  - Spelling Program (Jolly Phonics / Sound Waves)
  - Numeracy Program (ETC from The Learning Place)
- Early intervention: 3 priority areas:
  - Prep students
  - Yr 3/5/7 NMS
  - Yr 3/5/7 U2B
  - Student Support Meeting referrals from students who are likely to receive a D or E or A on their report card.
- Review/Refine of whole school Assessment & Reporting Framework, ensuring that assessment pieces across each year level develop consistency from prep – Year 7.

Reading: from Prep – Year 7: developing a consistent approach.

Writing: from Prep – Year 7: developing a consistent approach.
DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting
2012 School Annual Report

Numeracy: from the data............

Year 3 Focus Areas
- Solving word problems
- Patterns in number

Monitor
- Measurement – 3D shapes
- Symmetry

Year 5 Focus Areas
- Problem Solving – multi step and reasoning

Monitor
- Number Patterns

Year 7 Focus Areas
- Number Patterns
- Solving word problems

Monitor
- Space – patterns and visualising

Literacy: from the data..............

Year 3 Focus Areas
- Reading - Text Types
  - Information
  - Imaginative
  - Argument

Monitor
- Spelling

Year 5 Focus Areas
- Writing
- Reading - Text Types
  - Information
  - Imaginative
  - Argument

Monitor
- Spelling

Year 7 Focus Areas
- Writing
- Grammar and Punctuation
- Reading - Text Types
  - Information
  - Imaginative
  - Argument

Monitor
- Spelling

Closing the Gap – outcomes and attendance of indigenous and non-indigenous students

- Targeted program for indigenous students delivered through Learning Support. Focus – reading, spelling, numeracy

Retention, Attainment and Transition of Students

- Transition program for Year 7 students and Year 7 Students with Disabilities to High School.
- Strengthen links with feeder high schools (Wavell Heights SHS) and local primary schools (Virginia SS, Wavell Heights SS): de-privatise our practice.
- Maintain and build upon current school enrolment numbers – aiming to attract our market share of families (families who live within our school area).

Planning for Whole School Curriculum Implementation

- Access C2C Professional Development through OneSchool
- Providing staff with 1/2 day planning sessions at the end of each term to identify student data, review student and year level targets, develop learning programs based on the identified need of students.
- Provide Australian Curriculum Professional Development: this will involve working with staff on identifying curriculum intent from assessment pieces and developing learning programs (using C2C resources).
- Year Level Cluster Planning, calibration and moderation meetings – Weeks six and 10 of each Term
- Review text books used within the school – ensure consistency across the school in 2014.
- Discuss and address C2C concerns / issues during Year Level Cluster and Staff Meetings.
Response to Teaching and Learning Audits
Planning for Improvement

- Teachers to gather data from assessment schedules at the end of the term, and during Year Level Cluster meetings analyse across year levels to inform the Teaching and Learning of individual students and Year Levels.

- Teachers to set targets for achievement in Reading (meeting minimum benchmarks). Teaching/DP/Prin/HOSES staff to formally set school/individual student and year level targets in Literacy, Numeracy during data analysis planning sessions in week 3 term 1 2013. This will be reviewed in Staff Meetings and Year Level Cluster meetings.

Teaching Practice
High quality teaching focussed on the achievement of every student

High Quality Teaching Practices

- ‘Every Teacher. Every Student.’
- Implementing the Australian Curriculum (exposing staff to C2C resources). Develop consistency across expectations of the Australian Curriculum: unpacking assessment items to identify curriculum intent, followed by mapping the learning journey.
- Focus on early intervention / differentiation for all students to enable best access to the curriculum.
- As part of a Whole School Early Intervention / Differentiation Program develop and implement a Gifted Education Program.
- Teachers to continue to set a minimum standard for achievement in reading and extend to other areas of English and Maths.
- Teaching/DP/Princ staff to continue to discuss and set school targets in Literacy, Numeracy.
- Targets to be reviewed and monitored regularly ie during staff and phase meetings, year level meetings and during meetings with Principal / Deputy Principal.
- Implement the Developing Performance Framework.
- Develop a Pedagogical Framework with staff that focuses on teacher practice and student improvement. Focussed method of delivery of program is anticipated to be the Instructional Rounds Model.
- Consolidate and extend the degree of feedback between teacher and student.
- Aligned PD for all staff based on identified (through Whole School Improvement Plan) priorities for student improvement.
- Review of Teaching & Learning TEAMS: Year Level Cluster TEAMS / Curriculum TEAM / Strategic TEAM / Student Support TEAM / Business TEAM – to provide level of governance throughout the school.

Collaborative Practices

- Collaborative teaching practices within year levels: development and alignment of Year Level Cluster TEAMS (P – Yr 2, Yr 3 – Yr 5, Yr 6 – Yr 7)
- Build on the existing collegial culture by formalising opportunities for professional interaction through coaching, and Pedagogical Framework Instructional Rounds.
Consistent Pedagogical Practice

- Consolidate mentoring, ‘Buddy Teachers’ and capitalising on the skills of teachers ie to learn from one another, and extend focus to reflecting on effectiveness of planning, teaching and assessing – to evolve into Pedagogical Framework.
- Aligning PD to identified whole school priorities.
- Engage in further PD to consolidate, and develop high levels of pedagogical knowledge and skills, including expert knowledge of evidence-based teaching strategies. Target PD to identified needs of teaching staff, as identified in Performance Plans, and linking to mentoring and ‘Buddy teaching’ programs.

Evidence-based decision-making

- Teachers to gather data as per assessment schedules (Assessment & Reporting Framework), and analyse across year levels and during Year Level Cluster meetings, to inform Teaching and Learning programs.
- Continue to centralise data gathering on OneSchool (items from Assessment & Reporting Framework).
- Sharing academic, behavioural and social emotional data on each student from one year to the next to ensure a greater depth of knowledge about each student to enhance continuity of learning.
- Pedagogical Framework based on research and best practice: Flemming / Marzano / Instructional Rounds.

Principal Leadership and school capability

Instructional leadership with an unrelenting focus on improvement. Refer to https://oneportal.deta.qld.gov.au/Services/HumanResources/CapabilityDevelopment/PrincipalInductionAndResources/IntellectualLeadership/StrategicPicture/Pages/EQPrincipalsCapabiltyandLeadershipFramework.asp

Instructional leadership

The Strategic Team will:
- Lead the development of coherent whole-school curriculum plans appropriate to specific year levels, KLA’s and programs across the school.
- Develop strategies to align and implement year level, KLA and classroom planning and teaching practices to reflect the content and intent of the Australian Curriculum and whole-school curriculum plan.
- Work with teachers and school staff to develop strategies to monitor the extent to which: what is planned is taught; and, what is taught is learnt (as part of the Pedagogical Framework).
- Lead processes for ensuring consistency and alignment of school-wide assessment and curriculum learning programs with systemic expectations and standards.

Developing Workforce Performance

- Utilise the Student Free Days, Staff Meetings and Year Level Cluster Meetings to enable all staff members to participate in Professional Improvement Plan as well as systemic training requirements ie One School, implementing the Australian Curriculum, Student Protection, Asbestos, Code of Conduct.
- Coaching partnerships (link with Kedron SS) for staff members to provide support and promote skill development. (Seven Hills State School)
- Individual professional meetings – teaching staff and Principal / Deputy Principal to identify priority areas for Professional Development Framework. Align to Professional Standards for Teachers.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>376</td>
<td>198</td>
<td>178</td>
<td>94%</td>
</tr>
<tr>
<td>2011</td>
<td>358</td>
<td>187</td>
<td>171</td>
<td>93%</td>
</tr>
<tr>
<td>2012</td>
<td>353</td>
<td>181</td>
<td>172</td>
<td>92%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Students enrolled at the school come from Geebung and the surrounding suburbs of Wavell Heights, Zillmere, Taigum, Virginia, Chermside, Boondall and Bracken Ridge, among others.

The student population is made up of small groups of students from a variety of backgrounds eg Aboriginal and Torres Strait Islands. Pacific Islands, English as a Second Language backgrounds. Our students come from families where the majority of parents are both working. Our families come from a range of socio-economic backgrounds.

A number of our families have had a long association with the school as each of their children has attended from Preschool /Prep through to Year 7. An increasing number of parents at the school are past Geebung students who have returned with their own children.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td>23</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td></td>
<td>26</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>16</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>Exclusions</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings

Curriculum Foundations

We offer a school curriculum which is articulated through our Early and Middle Phase Curriculum Planning. The fundamental goal of teaching and learning at Geebung State School is to deliver a balanced and relevant curriculum which is capable of developing the following attributes in each child.

- A knowledgeable person with deep understanding
- A complex considered thinker
- A creative person
- An active person
- An effective communicator
- A participant in an independent world
- A reflective and self directed learner.

Extra curricula activities

In addition to the Key Learning Areas: English, Mathematics, Science, Studies of Society and the Environment, The Arts, Technology, Health and Physical Education and Languages Other Than English, the following learning experiences / programs are provided for our students to enhance their education academically, socially and emotionally:

- Special Education Unit which supports student needs through individual Education Plans and additional specialty activities e.g.:
  - Manual Arts in conjunction with Aspley Special School
  - Shopping and Café Programs run through the SEP
  - Gross and Fine Motor Programs co-ordinated by our Learning Support Teacher
- ‘The Game Factory’ Emotional Resilience and Social Skills program for all students and staff.
- ‘Beyond Telling Off’ program to ensure consistency throughout the school when managing behavior.
- Annual Education Expo.

How Information and Communication Technologies are used to assist learning

Student Use of Technology

- Virtual Classroom used for homework tasks, class tasks and projects, research
- Learning Objects: explore concepts and for differentiation
- Study Ladder Education site: maths and literacy activities classroom and homework (differentiation)
- Google: research projects
- Student account: emailing
- Using Digital Cameras to enhance assignments
- Powerpoint
Our school at a glance

- Word documents
- Saving and storing their own work in ‘My documents’ and on Geebung’s common drive (Y drive)

Social climate

The Geebung State School Community Responsible Behaviour Plan is supported by the P&C Association and is embedded in practice. It clearly outlines the expected behaviours for students, staff and parents and the procedures followed to address inappropriate behaviours in all school based activities, extending to encompass Outside School Hours Care and the Swimming Club. Bullying is not tolerated within our school community and is dealt with immediately and firmly.

‘The Game Factory’ program is embedded in practice and teaches students social skills and emotional resilience through games. The ‘Beyond Telling Off’ program is also embedded in practice and outlines the manner in which staff members are to address behaviour incidences. Both programs have led to behaviour being managed in a consistent way across all year levels and school based activities.

Counselling programs are available to our students through access to the Guidance Officer or the Chaplain. Geebung State School has had a Chaplaincy Program in place since 2008. This program has proven to be very beneficial for our school community with our Chaplain, Kerry Edwards, being heavily involved in school activities.

Parent, student and staff satisfaction with the school

**Performance measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>95.7%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child’s learning needs are being met at this school*</td>
<td>95.7%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>95.7%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>100.0%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>95.5%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>95.2%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>90.9%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>95.5%</td>
</tr>
</tbody>
</table>
## Our school at a glance

this school is well maintained* 100.0%

### Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>96.2%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>97.4%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>93.6%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>98.7%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>97.4%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>84.4%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>97.4%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously*</td>
<td>89.6%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>91.0%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>97.4%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>97.4%</td>
</tr>
</tbody>
</table>

### Performance measure *(Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>80.8%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>95.0%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Our school at a glance

Involving parents in their child’s education

Geebung State School has an ‘open door’ policy encouraging Parents and Carers to become active members of their child’s education and the school in general through the following:

- Participating in school planning and decision making through discussions during P and C meetings and surveys eg Education Expo Survey and School Opinion Survey.
- Participating in Education Expo in May – organised annually to encourage community involvement in the school and their child’s education.
- Being involved in and assisting with a variety of learning activities e.g. classroom literacy and numeracy activities, excursions, swimming sessions, Athletics and Swimming Carnivals, Junior Sports Day activities, in the Library etc.
- Becoming a Ready Reader Volunteer.
- Attending Parent Information Evenings at the beginning of the school year and Parent / Teacher interviews twice a year in Terms One and Three. Informal interviews are held when necessary if requested by either Parent / Carer or Teacher.
- Attending school activities eg Junior Sports Day, Middle Phase Athletics Carnival, swimming carnivals, special ceremonies or celebrations (ANZAC Day Ceremony, Harmony Day) etc.
- Participating in the Parents and Citizens Association meetings and activities.
- Volunteering to work in the Tuckshop.
- Attending Assembly each Wednesday morning at 9am.
- Attending the Annual Years 4-7 Awards Assembly.

Reducing the school’s environmental footprint

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

- ‘Solar Energy and Efficiency in Schools Program’ and Science Spark program.
- Working with students and staff to increase awareness, fostering of an understanding of Environmental Sustainability eg can recycling program.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>134,748</td>
<td>1,350</td>
</tr>
<tr>
<td>2010-2011</td>
<td>133,348</td>
<td>1,150</td>
</tr>
<tr>
<td>2011-2012</td>
<td>141,320</td>
<td>724</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>29</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>23</td>
<td>10.9</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>22</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $8,752.96.

The major professional development initiatives are as follows:

- Professional Development expenditure was mainly associated with planning with the National Curriculum Resources via C2C in 2012.
- Other major Professional Development events included First Aid Training, smart classroom training and the Game Factory
Our staff profile

Training.
The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.3%</td>
<td>97%</td>
<td>97.3%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.2% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income 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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance

The overall attendance rate for the students at this school (shown as a percentage).

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
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<td>5</td>
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<td>8</td>
<td>9</td>
<td>10</td>
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<td>2010</td>
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</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% to &lt; 85%</td>
<td>11</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>85% to &lt; 90%</td>
<td>10</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>90% to &lt; 95%</td>
<td>27</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>95% to 100%</td>
<td>52</td>
<td>35</td>
<td>45</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

- Class rolls are marked by class teachers twice daily – morning and afternoon.
- Student absences, late arrival, early departures etc are entered into OneSchool on a daily basis.
- Attendance monitored by class teachers – regular absences, late arrivals and / or early departures are reported to Deputy Principal or Principal.
- Phone contact made with parents of students where attendance issues are regular occurrences. Situation monitored and verbal contact with parent maintained. If absences, late arrivals, early departures continue formal written correspondence, as per Education Queensland Policy and Procedures, is sent to parents outlines the expectations of compulsory schooling.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

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/](http://www.myschool.edu.au/).
Performance of our students

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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Our ‘Closing the Gap’ funding was used to employ a Teacher Aide to work in conjunction with the Learning Support Teacher with a small group (<5) students.

Work included supporting the classroom program by assisting students to start, work through and complete assignments and homework activities. Support also provided for those students in Numeracy and Literacy. Results indicate improvement in spelling, in particular for the boys, and completing classroom tasks in both areas. Computer programs were also accessed to consolidate spelling and number facts skills.

The funding provided the opportunity for our small group of students to have greater success to the educational programs offered.