Torquay State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

We supported our teaching staff by focusing on our students and their teachers. We have also been supporting our teaching staff by focusing on pedagogy This has been based on research and is part of the regional direction using Art and Science of Thinking (ASOT). This involved coaching, a renewal of practices through professional development and discussions, analysing data and sharing student's relative gain at timely intervals. Staff teams engaged in pedagogical planning using data to inform practice which allowed for differentiation in their classes.

Great Results
At Torquay State School we were excited about the additional funding that has enabled us to provide support across all year levels to ensure all students succeed. We were able to purchase resources including extra teacher staffing, teacher aide support and practical resources to support all children in their learning with an explicit teaching focus on Literacy as part of a Balanced Reading Program.

Communication is very important to us and partnerships with parents/caregivers are very strong. We promote a culture of care whilst we deliver quality programs to support the educational needs of all children. Our school is a vibrant campus which has provided an effective learning environment for children from Prep to Year 7. We believe it is important for parents/caregivers to have a meaningful contribution in their child's journey through the school.

At Torquay State School our students and student learning outcomes are our focus.

School progress towards its goals in 2014

Below were the key areas we have focussed on and begun implementing in 2014 and will continue to build on through 2015.

2014 Annual Implementation Plan: Our focus areas are:

Engaged Partners	Successful Learners
Engaged Partners Parent and Community Engagement Strategy Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement Provide programs and opportunities for parents to build their capacity to support their child's learning Actively seek and develop a wide range of community partnerships Implement strategies for proactively engaging and working with all families in the school community to support the educational and social achievement of their children. Continue to provide access for the wider school community to utilise our hall and resource centre. Develop the school as a public asset, a centre for learning, and community engagement. Communicate regularly with parents and community to promote classrooms through classroom newsletters, local media, positive phone calls from the principal and discussions with teachers Continue to involve parents in the implementation of schoolwide policies and initiatives. Through P&C. Positive reinforcement to parent volunteers through recognition using certificates and morning teas. Parent volunteers in the classrooms **Flying Start initiative**	**Successful Learners** **ACARA Priorities** • Embed English, Mathematics, Science and History (National Curriculum) using the C2C resource ensuring alignment with community expectations. **Literacy Priority** *Embed a balanced reading program* • Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. *1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.* • Align reading framework to *Pearson's Gradual Release of Responsibility Model* (Refer Framework for the Teaching of Reading) • Ensure the 5 aspects of reading are explicitly addressed ie: *1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4.Text and Textual features; 5. Knowledge of the World* 0.5 Literacy Coach to work with capability of teachers across the school Continue to fund teacher release so they can engage in Student Achievement meetings held 2 times per term. SAM meetings Literacy and Numeracy Blocks,LEM Phonics, First Steps in Reading

Liaise with feeder Secondary Schools through our Principal cluster meetings Implement protocols around leadership arrangements re 2014 (School Captains, House Captains, Camps and Graduation ceremonies) Develop a communication strategy with community regarding relevant changes Continue the development of strategies concerning staffing and resource allocations	Interactive whiteboards in each learning area. 100% of students have access to interactive whiteboards. Digital camera's in each learning area. Continue to embed the use of Information and Communication Technologies (ICT) as integral components of curriculum planning, teaching and learning Align school planning, reporting and accountability processes Support professional development designed to improve literacy and numeracy outcomes for all students in all learning areas.

Empowerment **ASOT** Develop and enact a pedagogical framework based on ASOT or other approved framework **ASOT** • Further develop and implement an overarching Curriculum Framework based on ASOT • Investigate and implement Design Questions - (What will I do to?) and (What will I do to?) of the ASOT framework • Actively engage the ASOT Instructional Leader to further and deepen understanding of staff around the framework • Engage in your Best Practice Network using ASOT as a reflective framework • Establish (continue to refine / build effectiveness) of BPN to embed key learnings	**Great People** **Developing Performance Framework** • Embed in Term1 the DPF with all staff (teaching and non-teaching) ensuring an alignment to school improvement priorities and individual needs. • Teaching staff Performance Plans align with AITSL: National Professional Standards for Teachers • Consultation and feedback structures are in place and occur in a timely manner (Once a term) Implement processes to monitor staff and personal wellbeing

High Standards Curriculum Teaching and Learning/ Discipline Audit Implement recommendations from previous audit Continue to develop a whole school pedagogical framework based on the ASOT framework. In relation to the school's explicit improvement agenda ensure clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student actions. Continue with plans to implement SWPBS systematically across the school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement. Opinion Survey Priorities Foster school and community partnerships to increase input from parents and caregivers Student behaviour

During 2014, we have focused on maximising the benefits of this funding for our students. After reviewing our *Great Results Guarantee* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our strategies to ensure that every student succeeds.

Strategies implemented include:

• Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback

• Continue to rollout our pedagogical Framework and Coaching for our teaching staff specifically in the area of Reading and focused on our schools Balanced Reading Program

• Further develop and implement an overarching Curriculum Framework based on ASOT

• Consultation and feedback structures to share data to track students and measure improvement are in place and occur in a timely manner

2015 PROFESSIONAL LEARNING COMMUNITY

High Performing Culture of Learning.

Curriculum Teaching and Learning

The Art and Science of Teaching
ASoT

School Wide Positive Behaviour Support
SWPBS

Professional Learning Community

Team Culture Profiling
COT

Culture of Celebration

Coaching

Feedback Rich Culture

A community that values clever, skilled, creative and aspiring learners.
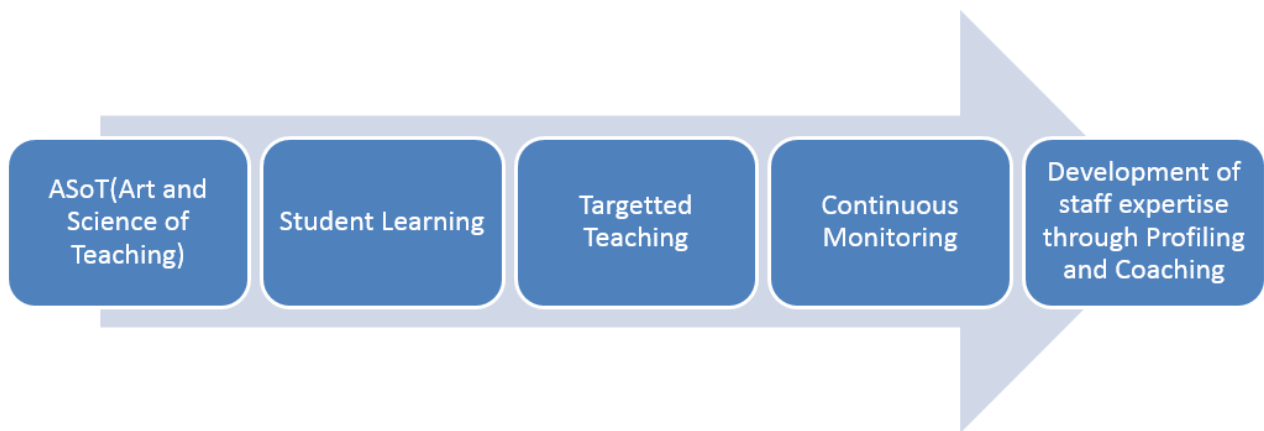
Successful Learners	Great People

Analyse Student Data
• Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention.
• Further develop teacher expertise in data analysis to inform effective teaching and learning.
 	
Improve Student Attendance
• Analyse trends in student attendance and implement strategies to increase student attendance to 92.2% in primary years.
 	
Cater for Student Needs
• Implement strategies to cater for students' academic, social and emotional needs
 	
Upper 2 Bands Priority
• Ensure a variety of processes are in place for the identification of possible U2B students (process to begin in Prep)
• Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project)
• Embed **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations
 	
NAPLAN Strategy
• Complete a thorough interrogation of NAPLAN data - 2013 / 2014 in preparation for 2015 NAPLAN
Develop a NAPLAN action strategy with a focus on improving Reading, Numeracy and U2B
	Literacy Priority
	
	Continue to embed a balanced reading program
	
	• Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
	    1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.
	
	• Align reading framework to *Pearson's Gradual Release of Responsibility Model* (Refer Framework for the Teaching of Reading)
	• Ensure the 5 aspects of reading are explicitly addressed ie:
	    1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4.Text and Textual features; 5. Knowledge of the World
	
	• Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of *inference* eg: QAR, Sheena Cameron Comprehension Strategies
	
	• Embed **comprehension strategies** into the reading procedures
	    • Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through **observation and feedback needs**.
	ASOT
	• Continue to develop and embed an overarching Curriculum Framework based on ASOT
	• Investigate and implement locally selected Design Questions - of the ASOT framework
	
	Moderation
	• Develop opportunity for inter and intra-school moderation processes ensuring sound assessment practice
	
	BPN Priority
	• Engage in quality professional development and professional sharing via BPNs. Foster participation of whole of leadership team in improvement via discussions and participation. (Ensure whole of school leadership team involvement in professional learning activities relating to improvement priorities)
	Developing Performance Framework
	• Embed the DPF with all staff (teaching and non-teaching) ensuring

	alignment to school improvement priorities and individual needs. • Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers • Consultation and feedback structures are in place and occur in a timely manner (Once a term) • Use peer observations, feedback, differentiated coaching and learning communities to improve teaching practices. • Implement processes to monitor staff and personal wellbeing **Success Team Strategies** • Using Great Results money continue employing staff to continue success team strategies for 2015 Professional development for staff through coaching model
High Standards	**Engaged Partners**
Explicit Improvement Agenda • Analyse whole school trends to develop an explicit improvement agenda • Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted. **Curriculum Teaching and Learning/ Discipline Audit** • Implement recommendations from latest audit report. • Continue to develop a whole school pedagogical framework based on the ASOT framework. In relation to the school's explicit improvement agenda ensure clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualized attention as required, and timely feedback to guide student actions. • Continue with plans to implement Positive Learning for Behaviour systematically across the school to ensure its effectiveness in developing a safe, supportive and disciplined learning environment that focuses on student engagement. **Opinion Survey Priorities** Use the opinion survey data to respond to concerns in order to ensure better outcomes for students.	**Partnerships** • Continue to work with regional support services to support and sustain school improvement • Develop partnerships within and beyond the school that support student learning. • Embrace opportunities to collaborate with local communities. • Explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centers. **Parent and Community Engagement Strategy** • Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement • Use multiple communication channels to communicate with parents eg email, information sessions , telephone, web portal and news letter • Provide programs and opportunities for parents to build their capacity to support their child's learning Actively seek and develop a wide range of community partnerships

HIGH PERFORMING CULTURE

Torquay State School Vision for learning

A community that values clever, skilled, creative and aspiring learners.

ASoT(Art and Science of Teaching) → Student Learning → Targetted Teaching → Continuous Monitoring → Development of staff expertise through Profiling and Coaching

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	536	268	268	88%
2013	537	274	263	88%
2014	521	270	251	89%

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

Characteristics of the student body:

In 2014 we had an enrolment of 521 students, across the year levels from Prep to grade 7. We offer coeducational classes through all year levels.
Our 6/7 classes continue to support our Pathways Engagement Program. 2014 was the seventh full cohort of Prep children to be enrolled in Queensland schools and our prep year numbers were 71 students.
Students at Torquay come from a diverse range of socio-economic, cultural and religious backgrounds. Students of Aboriginal or Torres Strait Island descent comprise 15% of our school population

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3	20	20	18
Year 4 – Year 7 Primary	20	26	21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	76	34	71
Long Suspensions - 6 to 20 days	6	5	3
Exclusions#	0	0	2
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

6/7 Pathways classes
Literacy blocks used across the school for the delivery of literacy learning.
Numeracy blocks
Little Brothers/ Little Sisters program
Young leaders program.
Student Peer Mentoring
LOTE – Chinese Speaking Competitions
Deadly Sports Program
End of Term and end of year reward days for children following our Responsible Behaviour Plan Keys to Success
The school has a clear focus on delivering outstanding educational outcomes for our students.
The school has an explicit teaching agenda focused on advancing the reading comprehension skills of every child in the school.
The school has clear reading and writing benchmarks which ensure outstanding levels of academic achievement are evident throughout the school.

Extra curricula activities

Active After School Care
TSS students selected in Zone and regional sporting teams
Readers Cup
Indigenous Dance Group
Opti Minds
Culture of Thinking
Statewide Chinese speaking competitions

Music

Instrumental Music is a wonderful feature of the school with the String Ensemble and Concert Band drawing regular acclaim. Instruction is offered in the areas of woodwind, brass, percussion and string instruments. Specialist Instrumental Music Teachers teach students selected for these programs during normal school hours. Selection into the strings program begins in year 3, while students in percussion, brass and woodwind are selected from Year 5. Students in the program are expected to play in either concert bands or string ensembles. Students who display and develop outstanding ability are given the opportunity to attend music workshops where they can further develop their talents.

Choir

Children in Year. 4-7 are invited to participate in the school choir.

School Sport

Students in Years 4 to 7 are selected to represent Torquay State School in interschool sportingcompetitions. Presently we participate in: Soccer, Cricket, Softball, Netball, Touch Football, Tennis and Rugby League.
Year 4, 5, 6 and 7 Camps
Students in Year 4, 5, 6 and 7 are involved in the schools camping program. The objectives of the camp are social and educational and form a vital part of the curriculum program offered by the school.
How Information and Communication Technologies are used to assist learning

Interactive Whiteboards are located in each classroom and form an integral component of lesson delivery to students on a daily basis.
Blogs, virtual classrooms, video and streaming help in the delivery of C2C units across the school.
Tablets and Ipads are extra mobile devices that assist students to access curriculum in non classroom settings throughout the school
Adaptive technologies assist students in mainstream classrooms as well as those who attend Special education classes. The school has engaged in robotics, digital photography and data probes to provide extra learning opportunities for students.
Today's society demands that all students have high level skills in Information and Communication Technology. Our school currently has a purpose built computer lab, which can accommodate a whole class of students with each child able to access their own computer. Electronic whiteboards have been installed in every classroom.

Every teacher has a laptop and the laptops interface with the electronic whiteboards.

Social Climate

Our school vision " A community that values, clever, skilled, creative and aspiring learners" epitomizes the attributes of a lifelong learner. Communication is very important to us and partnerships with parents are very strong. We promote a culture of care whilst we deliver quality programs to support the educational needs of all children. Our school is a vibrant campus providing an effective learning environment for children from Prep to Year 7. We believe it is important for you to have a meaningful contribution in your child's journey through the school. At Torquay State School we aim to provide an environment that is supportive for staff, parents and students alike.
We respect
- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe.

Our Responsible Behaviour Plan, which was developed in 2006 and reviewed at regular intervals and again in 2014 has seen children encouraged to make responsible choices and show respect in the following ways.
- **R**espect for themselves

- **R**espect for others and their environment
- **R**esponsibility for the choices they make

School Opinion survey data has been used to inform us through our current review in preparation through 2015. Our staff and parent data was informing us that we needed to prioritise the review of our Responsible Behaviour Plan and we have begun to implement Positive Behaviour for Learning in our school. Students data increased to 95% feel safe at our school in 2014 and increased to 91% student behaviour is well managed at our school.

Parent, student and staff satisfaction with the school

Performance measure

Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	89%	81%	85%
this is a good school (S2035)	93%	93%	84%
their child likes being at this school* (S2001)	93%	78%	85%
their child feels safe at this school* (S2002)	85%	100%	88%
their child's learning needs are being met at this school* (S2003)	85%	78%	81%
their child is making good progress at this school* (S2004)	89%	81%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	85%	81%
teachers at this school motivate their child to learn* (S2007)	100%	93%	81%
teachers at this school treat students fairly* (S2008)	89%	85%	76%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	92%
this school works with them to support their child's learning* (S2010)	81%	89%	81%
this school takes parents' opinions seriously* (S2011)	88%	92%	73%
student behaviour is well managed at this school* (S2012)	85%	81%	64%
this school looks for ways to improve* (S2013)	93%	92%	83%
this school is well maintained* (S2014)	96%	96%	81%

Performance measure

Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	94%	97%	98%
they like being at their school* (S2036)	90%	91%	96%
they feel safe at their school* (S2037)	92%	91%	95%
their teachers motivate them to learn* (S2038)	96%	98%	100%
their teachers expect them to do their best* (S2039)	96%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	98%
teachers treat students fairly at their school* (S2041)	88%	86%	97%
they can talk to their teachers about their concerns* (S2042)	85%	90%	95%
their school takes students' opinions seriously* (S2043)	88%	92%	95%
student behaviour is well managed at their school* (S2044)	81%	90%	91%
their school looks for ways to improve* (S2045)	97%	96%	97%
their school is well maintained* (S2046)	93%	96%	97%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school gives them opportunities to do interesting things* (S2047)	95%	93%	97%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	91%
they feel that their school is a safe place in which to work (S2070)		100%	96%
they receive useful feedback about their work at their school (S2071)		96%	80%
students are encouraged to do their best at their school (S2072)		96%	98%
students are treated fairly at their school (S2073)		96%	95%
student behaviour is well managed at their school (S2074)		84%	68%
staff are well supported at their school (S2075)		98%	77%
their school takes staff opinions seriously (S2076)		89%	77%
their school looks for ways to improve (S2077)		96%	95%
their school is well maintained (S2078)		98%	98%
their school gives them opportunities to do interesting things (S2079)		90%	89%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

We have a policy of encouraging parents to take an interest in our school and of inviting them to participate in the process of educating their child. There are many ways in which parents are given this opportunity.
- Parents are encouraged to participate and assist in children's classrooms join our P & C, attend school parades
- Take part in culmination day activities, cheer their children on at our school sports carnivals, have face to face interviews twice a year, attend parent information sessions at the commencement of each year, and throughout the year as new initiatives are put into place
- Participate in Literacy Blocks in classrooms
- The school communicates with parents through our school website, newsletters sent home every fortnight and available electronically, comprehensive and easy to read school reports issued 2 times per year.
- Fundraising Activities
- Student Discos and Movie Nights
- Rewards Day participation
- Literacy and Numeracy Blocks
- School Camps and excursions
- School sporting events
- School Responsible Behaviour review.
- School Assembly and other ceremonies.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.
In 2010 Torquay State School opened three new teaching spaces: A Library, A Science Centre and an all-weather Hall. The hall is used by community organisations for a variety of activities 4 days a week. These new buildings have contributed to an increase in both electricity and water costs.

Water usage declined in 2011 and again in 2012 but increased in 2014. Attention to leaking mains as well as to improving efficiency have been crucial in lowering the water consumption despite more infrastructure and increased enrolments. Electricity usage declined from 2012 to 2013 and again in 2014 despite more infrastructure, increased enrolment and more air-conditioners.

At Torquay we believe in a sustainable future and have implemented the following measures to reduce our footprint:

- Conducted electricity audits of classrooms.
- Installed self-stopping water taps on all drinking troughs.
- Reduced flush volumes in all toilet systems.
- Installed 6 water tanks for water storage.
- Installed underground irrigation systems to all oval areas.
- Mulched gardens.
- Established worm farms to recycle food waste and sell juice as fertilizer.
- Two 'Nude Food Days' – no packaging or wrapping required- per Term
- Recycle materials where ever possible.
- Added an additional 30 solar panels to B Block to link in with existing solar system.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	131,210	590
2012-2013	124,933	2,539
2013-2014	123,695	3,879

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.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	35	21	<5
Full-time equivalents	31	12	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.**	2
Masters	4
Doctorate	0
Total	**34**
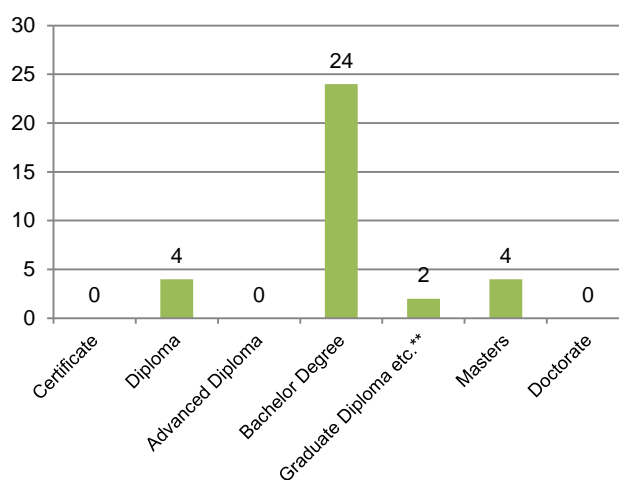
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $ 27.049.56

The major professional development initiatives are as follows:

- ASOT   We are supporting our teaching staff by focusing on pedagogy. This has been based on research and regional direction using art and science of thinking (ASOT). This involves coaching, a renewal of practices through professional development and discussions, analysing data and sharing student's relative gain at timely intervals.
- Australian Curriculum – Maths, English and Science and C2C Units,
- School Wide Positive Behaviour (Positive Behaviour for Learning)
- Comprehension Strategies, Spelling, Reading
- Interpreting and utilizing Data- Student Achievement Meetings
- LEM Phonics
- QSIL

The proportion of the teaching staff involved in professional development activities during 2014 was100 %.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014

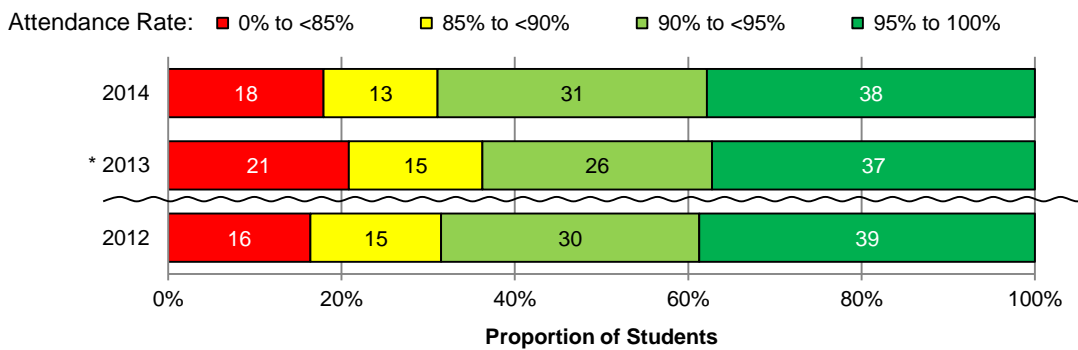| The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	91%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	92%	91%	92%	90%	91%	92%					
2013	88%	91%	91%	92%	92%	89%	91%					
2014	93%	92%	91%	90%	91%	90%	89%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

2014	18	13	31	38
* 2013	21	15	26	37
2012	16	15	30	39

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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.

- Rolls are marked twice a day.
- Rolls marking is monitored by administration staff twice a week.
- Teachers notify administration of student names after 3 days of unexplained absence.
- School makes phone contact with parents to discuss reason for absence.
- Absence data is monitored regularly**.**
- Letters are sent to parents and caregivers
- Attendance dashboard information is monitored regularly

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/.

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.**

Queensland Government

Find a school

Search by school name

[ ] GO

Search by suburb, town or postcode

[ ]

Sector ☑ Government
☑ Non-government

SEARCH

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

Every day, in every classroom, every student is learning and achieving with a focus on the outcomes of attendance, retention,

achievement and workforce capacity through:

• Development of Individual Student Care Plans for every student

• Employment of indigenous worker to support literacy and numeracy improvement

• Developing QCAR units with embedded indigenous perspectives

• Implement the Indigenous enrolment process

• Fund and support Transport program through flexible timetabling

• Progress Role Modelling Literacy grant between HBSHS and TSS

• Plan PD for staff – embedding Indigenous Perspectives, Crossing Cultures

• Create dedicated Indigenous teacher reference section in Core Learning Centre

• Maintain LBLS Class referral process

• Maintain LBLS dedicated notice board in flyer to share and celebrate important achievements

• Support LBLS Kidz club financially

• Provide LBLS room to create a culturally appropriate environment for the children to learn, and support cultural practices,

views and activities.

• Support Little Sistas/ Little Brothers leaders process

• LBLS leaders represent the Indigenous students on the student council.

• Continue links with Community Agencies.

• Aim to achieve Wide Bay Closing the Gap Targets by 2013.

• Increase community exposure and promotion of Dance group.

• Crossing Cultures training for parents and new staff