Mount Warren Park State School

ANNUAL REPORT

2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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From the Principal

School overview

Mt Warren Park State School is located in the leafy suburbs of Mt Warren Park. We opened in 1981 and have been proudly serving our community since then. We have extensive facilities catering for the academic, social and physical needs of our students. Our school boasts beautiful sports ovals, basketball and netball courts, tennis courts, cricket practice nets, covered playground equipment, a large school auditorium, volleyball courts, shaded eating areas and lots of cool and inviting environmental areas. We are very proud of our attractive, safe and supportive school environment. We work hard to develop a sense of community and foster productive partnerships with parents. Our active Parents and Citizens Association promotes a variety of activities to improve the facilities of the school. Our school is moving rapidly into digital technologies and engaging students of the future. Mt Warren Park State School offers an extensive co-curricular program including sport, two instrumental music programs, excursions, school choirs, lunchtime clubs, student council and a variety of cultural and challenging activities to extend our students.

School progress towards its goals in 2018

. Mount Warren Park State School continued with consolidating the stability found in 2017. This included a stable administration as well for the 2018 school year. This provided continued direction and certainty for the school community and gave the opportunity to plan for future years and development of the curriculum delivery at Mount Warren Park State School. The following areas were identified as areas targeted for improvement:

Attendance
School Culture
Reading

The following grid shows our performance against the targets set in the 2018 Annual Implantation Plan. The following key represents the achievement level;

	Not Achieved
	Partially Achieved
	Achieved

To improve the student outcomes in reading and number and increase percentage of students in U2B.	
Actions	**Targets**
Monitor and track all students through the Literacy Continuum.	100% of students Prep – Year 1 = Yes Year 2 – Year 6 = Not consistent
Developing and implementing high performance strategies to improve reading and numeracy data including:	27% in U2B Yr 3 Read 15% in U2B Yr 3 Num >95% NMS Yr 3 both 27% in U2B Yr 5 Read 15% in U2B Yr 5 Num >95% NMS Yr 5 both

implemented and embed Rigorous Reading coaching cycle across the school.	>75% of teachers
Implement Early Start from Prep - Year 2 as a tool to monitor and track literacy and numeracy skills in the Early Years.	100% usage (P-2)

To implement strategies across the school to achieve a positive school wide culture of learning.

Actions	Targets
Embed PBL across school through consistent application of practice	80% or above through EBS data
Increase percentage of Tier 1 and reduce Tier 3 behaviour through consistent practices and targeted intervention.	Major Incidents:- Tier 1 = >80% Tier 3 = <5%
Promote and implement a range of programs to further engage productive partnerships between parents and the MWPSS community	SOS (parents) S2035 = >90% satisfaction Number of programs
Formalise a term by term support program for staff to promote well being and strengthen morale as well as continue to provide administrative, curriculum and social support to all members of the school staff.	SOS (staff) S2108 = >90% satisfaction S2084 = >90% satisfaction

To increase the attendance of students.

Actions	Targets
Implement school wide review of pedagogy through ASOT DQ5 and implement school strategies & protocols.	>95% attendance
Administrative intervention and explicit strategies for at risk students and families with attendance below 80% unexplained or unauthorised.	<15% students below 80% attendance
Class teachers to monitor attendance, analyse and communicate with parents after 3 day consecutive absence / 90% flag.	100% teachers evidenced through OneSchool

Our expectations as a school and within our school community have again been represented through the following image:

A focus of the 2018 school year was working with Regional Office Support Staff to ensure a consistent and research based approach to the teaching of reading while also working heavily in upslkilling staff of the school in engaging pedagogy using Marzano's Art and Science of Teaching as a framework.

Our plan is to still carry out this development and by the end of the 2019 school year to have a Whole School Pedagogical Framework written and adapted.

Another exciting direction the school moved towards during 2018 was training identified staff in the Berry Street Education Model, acknowledging the fact that approximately 21% of our students have suffered complex trauma in their lives. The school is moving towards positioning itself as a leader in the area of understanding trauma and the impact it has on learning and social development. The school began in the second semester the design of a whole school Social Emotional Plan based on BSEM and titled "I Can : We Can".

Future outlook

The 2019 school year has seen a sharp change in direction and priorities for the school. These priorities and direction will not change for the next 4 years, with the aim to be a school that is achieving both academic data as well as positive social emotional growth in our students through research proven trauma effective practices.

Mount Warren State School has set a course for the next 4 years with the three school priorities being:

- Teacher Quality

- Successful Students

- School Culture

Our targets for the 2019 school year include:

Quality Teaching:
10% in U2B for Year 3 Reading
10% in U2B for Year 3 Numeracy
>95% at or above NMS for both Year 3 Reading and Numeracy
10% U2B for Year 5 Reading10% U2B for Year 5 Numeracy
>95% at or above NMS for Year 5 Reading and Numeracy

Successful Learners:
100% of teachings staff delivering the Social Emotional Program specific to the school.
Average of >75% A-C for English across the school
Average of >85% A-C for Mathematics
Average of >90% A-C for Science

School Culture:
School wide processes in place using EBS survey data - above 80%
Staff and Parents responses in the School Opinion Survey for 'Student Behaviour is well managed in this school' to be above 90%
Students identified as Tier 3 to be below 5%
Students identified in Tier 2 below 10%.
Students identified as Tier 1 to be at or above 85%.
Staff identify the school as 'A good school' through School Opinion Survey to be maintained at or above 95%.
Staff identify the school as 'Having positive staff morale' through School Opinion Survey to be maintained at or above 95%.
Attendance rate of students at or above 90%.
Percentage of students with attendance below 85% to be less than 20%

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	670	678	628
Girls	306	313	292
Boys	364	365	336
Indigenous	36	36	40
Enrolment continuity (Feb. – Nov.)	93%	95%	93%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Mount Warren Park State School supports students largely from urban backgrounds and from a range of socio economic backgrounds.

Mount Warren Park State School is located in a lower to middle socio-economic area.

Our school is part of the Beenleigh community and prides itself on the links with community we have.

6.5% of the student population receives EAL/D support.

A small percentage of the student population has a New Zealander background.

8% of the student population is Indigenous.

The school caters for 14.5% of its population who are identified as Students with Disabilities.

88% of students receive a satisfactory or better on their report card for behaviour.

92% of students receive a satisfactory or better on their report card for effort.

79% of students receive a 'C' or better on their report card for either English, Mathematics or Science.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	22
Year 4 – Year 6	25	23	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Curriculum Offerings:

• The Australian Curriculum is used to plan units of work for the following subjects:

English
Maths
Science
Humanities And Social Sciences
The Arts
Technologies
Languages
Health and Physical Education

- Mount Warren Park State School uses the Curriculum to Classroom (C2C) resources as a tool to assist in the delivery of the Australian Curriculum. The C2C is adapted and adopted to fit our local circumstance.

- Our prep classrooms assess student achievement using the Australian Curriculum

- Age Appropriate Pedagogy is used as a filter with Prep classrooms to ensure engagement and relevance.

Alignment of curriculum, pedagogy and assessment

- MWPSS implements and works through a whole school curriculum plan ensuring the expectations of the Australian Curriculum are met.

- Teachers engaged in collaborative planning sessions ensuring a consistent plan for all classes in a year level with common assessment tasks administered with the same procedures.

- Pedagogy aligned with curriculum intent, assessment, planned and up front, aligned with teaching

- Moderation practices for English and mathematics to ensure alignment of assessment tasks to Australian Curriculum achievement standards.

- Align all plans with the Australian Curriculum, Essential Learnings and Early Years Curriculum Guidelines.

- All learning is underpinned by the 7 General Capabilities - Literacy, Numeracy, ICTs, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding.

Assessment is used: * for learning - to use student progress to inform teaching * as learning - to inform students' future learning goals * of learning - to assess student achievement against goals and standards

- Assessment for and as learning was used to guide the development of a revised Assessment Schedule.

Analysis and Discussion of Data:

- Focus on data collection being used to inform future teaching and in identifying a student's future learning goals.

- Continuation of Standardised Assessment practices including PAT (Maths, Spelling and Reading).

- Continuation of PM Benchmark Assessment kits for teachers in Years Prep – 3.

- Continuation of Torch Reading Assessment for year 4 – 6.

- Device assists teachers in determining a student's future learning goals and to inform their teaching.

- Continuation of pre-assessment practices to guide future teaching and ensure differentiation for student's needs.

- Introduction of Pre and Post moderation.

- Teachers engaged in item analysis of student results for the purpose of informing future instruction

A culture that promotes Learning:

- Every child every day has challenging learning goals for reading

- Critical and creative thinking opportunities are planned for in all units of work

- Consistent feedback is given to students.

- All students know their personalised reading learning goals

Evidence-based decision making

- Teaching and learning informed by student performance data and validated research

- Identification of school based signature practices

- Review of research of high yield strategies to determine MWPSS future signature practices

- I Can : We Can Framework introduced for whole school.

- Used the School Improvement Hierarchy to guide the evidence based decision making and in identifying where to prioritise future professional development.

- Staff engaged in the department's "How to teach Reading" modules to ensure a consistent approach to teaching reading at MWPSS.

Student-centred planning

- We know the whole child. Relationships with students are essential in achieving high expectations Differentiated learning pathways for all students. Co-constructed learning goals for all students in reading and writing.

Co-curricular activities

- Instrumental Music (Brass, Woodwind, Percussion & Strings)

- Choirs (Junior School, Senior School)

- Interschool Sport (Yrs 5-7, Summer & Winter Programs)

- Touch Football, Rugby League, Basketball, Netball, Swimming, Soccer, T Ball, Softball & Hockey

- Athletics, Swimming and Cross Country Carnivals (Junior & Senior School)

- Swimming program (Years 3 and 4)

- Recreational Activities (Ten Pin Bowling, Martial Arts)

- Student Leadership Programs

- Gifted & Talented Program including High School Extension Programs

- Religious Education

- Chaplaincy Program

- Before & After School Care Program

- Excursions (All Year Levels)

- School Camping Program (Yrs 5 & 6)

- School Musical presentation

- Dance Club (Junior and Senior Classes)

- Student Council (representative students from across the school)

- Student Academic Competitions

- AUSLAN Club (First language of deaf students club)

How information and communication technologies are used to assist learning

Mt Warren Park recognises the influence that technology is having on teaching and learning in Australia and across the globe. We have investigated the notions of 21st Century Learning and Flipping the Classroom and we have successfully implemented new methods of delivering learning that encompasses a personalised use of technology.

At Mt Warren Park, the uses of technology include:

- Publication of student work (Microsoft Word, Publisher)

- Student Presentations (Microsoft Powerpoint, Moviemaker, Photostory)

- Academic Drill Activities (English, Mathematics, Spelling, Grammar etc.)

- Internet Research & Web Quests

- Digital Photo capture and manipulation (Microsoft Photo Editor, Publisher, Word, Photostory)

- Email communication (Education Qld's Webmail)

- Interactive Whiteboards & video projector experiences

- Clay Animation (Microsoft Powerpoint, Claymotion)

- Graph making and simple mathematical formulas (Microsoft Excel)

- Mathletics, Reading Eggs and Soundwaves subscriptions across the school

- The Learning Place (Virtual Classrooms, Blackboard,Blogs, Wikis)

- Ed Studio and Ed Tube Software applications

- Extensive use of iPads Apps for drill activities and creative expression

- Use of BYOD Devices to support personalised learning

- Use of wireless network for research activities

Social climate

Overview

Our school has a reputation as a happy, friendly, safe learning environment. High expectations for students are a priority. A child is expected to be well-behaved, well mannered, to try to do their best in all things and to come to school with a positive attitude. We are committed to ensuring that every day, in every classroom, every student is learning within a safe, supportive, inclusive and disciplined learning environment. Everyone is welcome at Mount Warren Park State School if they meet the expectations associated with the Code of School Behaviour. Essential to effective learning at Mount Warren Park State School is a safe, supportive and disciplined environment that expects all students to:

Be Safe Be a Learner Be Respectful

Mt Warren Park State School has a range of programs to support the social development of students. This includes it's school wide positive behaviour support program and anti-bullying strategies. The school actively teaches social skills in the form of a weekly lesson and regularly reinforces the school expectations for behaviour with tangible rewards. The school has a Rewards Shop for students to exchange their tokens and students automatically receive achievement certificates at predetermined levels. Postcards and stickers are also sent home to parents to acknowledge the good behaviour of students.

The High 5 anti-bullying strategy is used consistently to support students in dealing with problems they may experience. The school also has a number of intervention programs to assist children to improve their social skills which include a lunchtime Have-A-Go Club, Lunchtime Activity Clubs and individualised programs run by our Behaviour Advisory Teacher and other support staff. Students can access staff to support them including the deputy principals and principal, guidance officer, classroom teachers, case managers and a school chaplain. The school regularly analyses behaviour data as part of its ongoing planning cycle.

The 2018 school year has again seen the continued stability in the administration and direction of the school. A clear and relevant focus is now apparent and realised by all members of the school community. The support structures spoken about above remain in place but now with a clear focus on achieving student outcomes and supporting staff. One of the most significant redirections for the school was the whole school implementation of PBL again in 2017 and it's continued priority for 2018 as well as the re-modelling of the social emotional support program in our school focusing on researched based strategies for teaching students impacted by trauma.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	85%	95%
• this is a good school (S2035)	76%	85%	92%
• their child likes being at this school* (S2001)	87%	95%	92%
• their child feels safe at this school* (S2002)	85%	90%	92%
• their child's learning needs are being met at this school* (S2003)	80%	85%	92%
• their child is making good progress at this school* (S2004)	83%	85%	95%
• teachers at this school expect their child to do his or her best* (S2005)	87%	90%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	85%	92%
• teachers at this school motivate their child to learn* (S2007)	80%	85%	90%
• teachers at this school treat students fairly* (S2008)	78%	85%	84%
• they can talk to their child's teachers about their concerns* (S2009)	89%	92%	97%
• this school works with them to support their child's learning* (S2010)	89%	85%	87%
• this school takes parents' opinions seriously* (S2011)	77%	75%	86%
• student behaviour is well managed at this school* (S2012)	57%	74%	77%
• this school looks for ways to improve* (S2013)	82%	93%	92%
• this school is well maintained* (S2014)	78%	95%	87%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	98%	96%
• they like being at their school* (S2036)	96%	98%	94%
• they feel safe at their school* (S2037)	95%	94%	91%
• their teachers motivate them to learn* (S2038)	98%	98%	98%
• their teachers expect them to do their best* (S2039)	98%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	93%	98%
• teachers treat students fairly at their school* (S2041)	96%	88%	91%
• they can talk to their teachers about their concerns* (S2042)	88%	90%	93%
• their school takes students' opinions seriously* (S2043)	92%	91%	94%
• student behaviour is well managed at their school* (S2044)	83%	83%	84%
• their school looks for ways to improve* (S2045)	98%	97%	99%
• their school is well maintained* (S2046)	92%	90%	92%
• their school gives them opportunities to do interesting things* (S2047)	98%	98%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	73%	100%	99%
• they feel that their school is a safe place in which to work (S2070)	73%	89%	94%
• they receive useful feedback about their work at their school (S2071)	58%	87%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	86%	92%
• students are encouraged to do their best at their school (S2072)	80%	98%	99%
• students are treated fairly at their school (S2073)	73%	93%	94%
• student behaviour is well managed at their school (S2074)	40%	85%	87%
• staff are well supported at their school (S2075)	58%	95%	92%
• their school takes staff opinions seriously (S2076)	65%	96%	94%
• their school looks for ways to improve (S2077)	83%	98%	100%
• their school is well maintained (S2078)	75%	95%	96%
• their school gives them opportunities to do interesting things (S2079)	65%	95%	92%

Percentage of school staff who agree# that:	2016	2017	2018

Parent and community engagement

Involving parents in their child's education

- Parents are actively encouraged to participate in their child's learning.

- Our school has an active Parents and Citizens' Association that supports collaborative decision-making within our school.

- Parents are actively involved in the school culture contributing and participating in a wide range of activities.

- Opportunities are available for parents to be involved through attending parent workshops, volunteering in the classroom, volunteering in the library, working in the tuckshop, attending P&C Meetings, helping each term at the school disco, volunteering at school events and fundraising ventures.

- Parents are invited to attend school assemblies, performances, celebrations, and sporting activities.

- Communication with parents occurs face-to-face, class newsletters, via Dojo, emails and attendance at class   meetings.

- Parents are also catered for in areas relating to the academic and social development of their children through participation in various workshops / training activities run by school staff.

- Parents of students with disabilities are heavily involved in the differentiation of the school curriculum for their children through regular meetings with case managers and staff from the Special Education Program.

- Parents of students more than 2 year below or above their age cohort are involved in various meetings with class teachers and case managers in development of ICP's to assist in the appropriate differentiation of the curriculum to meet their needs.

Respectful relationships education programs

The teaching of Respectful Relationships at Mount Warren Park State School takes on a multi-faceted approach to ensure both students and our school community are aware of the expectations of our the wiedr community in relation to respectful relationships at school, at home and in the wider community.

- Mount Warren Park State School delivers the Australian Curriculum from Prep – Year 6. As part of this curriculum delivery, the Health and Physical Education subject specifically addresses components of Respectful Relationships.

- Support staff in our school are actively involved in specific small group activities with targeted, identified students and work with them in following capacity – all focusing on relationships:
  * Uniquely You program offered by School Chappy to identified students
  * Girl's Chic Chat group offered by School Chappy to identified students
  * True Grit program offered by male School Chappy to identified male students
  * Social Skill groups conducted by School Guidance Officer to identified students in Year 4 – 6
  * Social Skills groups conducted by Behaviour Support Teacher Aide to daintified students from prep – Year 6

- External providers engaged through out the school year to provide extra curricular support and opportunities to all year levels in Respectful Relationships – including:
  Bravehearts incursion
  Life Education

- Participation and exposure to whole school through involvement of Bullying – No Way as well as the National Day of Action Against Bullying.

- Regular promotion of the Mount Warren High 5 as part of the PBL Program at school. This focuses heavily on behaviour and response from students in the face of bullying or incidents involving others.

- The You Can Do It Program also has been implemented with a focus lessons each week around positive and respectful relationships with others.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	196	156	175
Long suspensions – 11 to 20 days	3	5	4
Exclusions	0	2	2
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

- Mount Warren Park State School works to reduce, reuse and recycle wherever practically possible.

- Mount Warren Park State School has been actively implementing successful water reduction programs in grounds   maintenance and cleaning processes.

- The use of ICT and interactive whiteboards aims to reduce the use of photocopying. The school recycles paper and cardboard.

- Food scraps are collected and composted and used to support the school worm farms.

- Tanks are installed for water recycling.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	166,653	165,685	160,100
Water (kL)	3,512	3,710	4,777

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
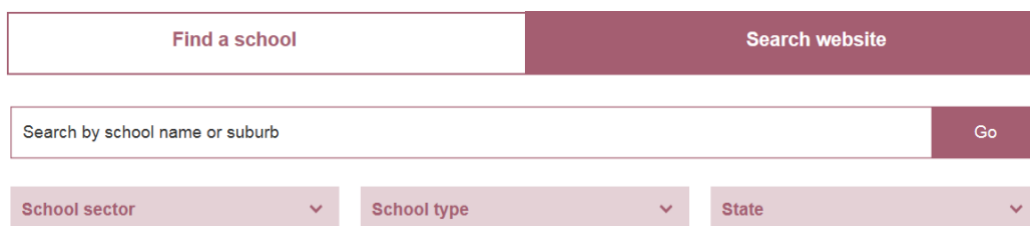
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	56	53	<5
Full-time equivalents	52	33	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	4
Graduate Diploma etc.*	8
Bachelor degree	41
Diploma	2
Certificate	0

*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 2018 were $15 215.44.

The major professional development initiatives are as follows:

- Cutting Edge Science
- Mentoring Beginning Teachers – Conference
- Age Appropriate Pedagogies
- Principal forums
- Art and Science of Teaching
- HR Roadshow
- Open Day conferences at Hilliard SS
- Deputy Principal Professional Development Days
- Digital Technologies Workshop
- Workplace Health and Safety Course
- Berry Street Education Model Courses

- Schools Officer Professional Development
- Lego Robotics Workshop
- Business Manager Conference
- iEducate Conference
- First Aid Training
- Classroom Profiling Course
- Team Teach Workshops
- Guidance Officer Day
- SERSEN Day for Head of Special Education
- Auslan Story Telling Professional Development

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	89%
Attendance rate for Indigenous** students at this school	88%	90%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

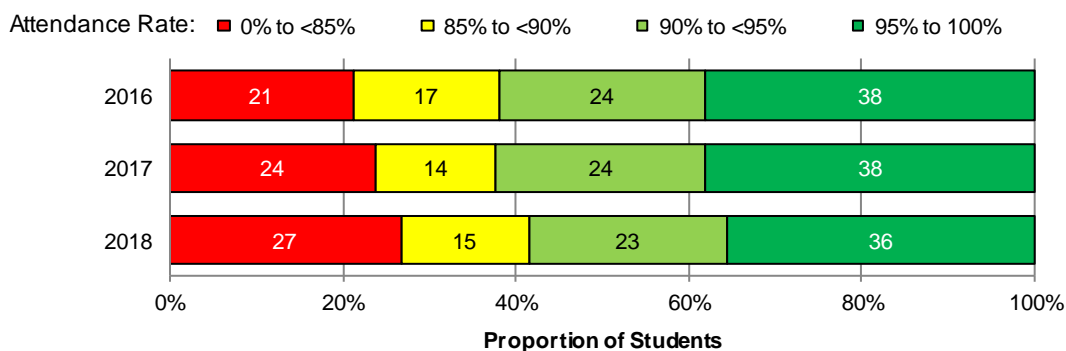Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018		Year level	2016	2017	2018
Prep	91%	91%	90%		Year 7			
Year 1	87%	90%	86%		Year 8			
Year 2	89%	88%	88%		Year 9			
Year 3	89%	89%	91%		Year 10			
Year 4	90%	89%	87%		Year 11			
Year 5	92%	91%	88%		Year 12			
Year 6	91%	90%	90%					

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	21	17	24	38
2017	24	14	24	38
2018	27	15	23	36

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

MTWPSS ATTENDANCE PROCEDURE 2019

Attendance	Actions	Key Person/s	Related notes	Key document
Student Present/Absent	• **Mark roll**	Classroom Teacher	**Before 9:10am**	**One School**
	▪ **Mark roll after second break**	Classroom Teacher	**Before 2pm**	
Below Level 1				
Absent	▪ **Check students absent**	AO	9:30am report review	• Daily Absent report One School
1-2	▪ **Text sent to parent notifying of absence**	AO	9.30am	▪ SMS
3-5 (consecutive)	▪ **SMS Alert sent to parent notifying of unexplained absence**	AO	9:30am	▪ Days absent report
	▪ **Contact parents and Record on OneSchool**	Classroom Teacher	Ongoing CT to contact parents multiple times. OS each time (successful or unsuccessful)	▪ One School
No reply to text	▪ **Absence Letter**	Snr School DP	Ongoing and Every term Week 5 and 9 (non consecutive)	▪ OneSchool Letter
Reply to text or email	▪ **Update student details with explained or justified**	AO	Ongoing	▪ Attendance report
Left Register	▪ **Parent advises student left**	AO	Ongoing	▪ Left Register
Level 1				
6 or more (consecutive)	▪ **Print 5 or more Absence report weekly** using previous 4 weeks as parameter for report	Snr School DP Jnr School DP	Weekly (Monday)	▪ 6 or more UA report: One School
	▪ **Phone call to parent-Classroom teacher** (if reason provided is acceptable, request written note)	Classroom Teacher		▪ One School contact record
	▪ **Record contact** (if reason provided is acceptable, note in contact record, refer to AO for attendance record amendment)			

	▪ **Monitor changes** in following week
	 o Improvement – check in with student
	 o No improvement
	  ▪ Check in with student/parent
	  ▪ Request attendance letter sent
		Classroom Teacher	Student list to DP	

No reply Absence Letter	▪ **No reply to teacher contact (Teacher to refer to up line DP to make contact)**	Classroom Teacher	Week 5 and 9	▪ One School contact record ▪ % Attendance report
	▪ **Absence Letter 1 sent (One School Letter)**	Snr School DP Jnr School DP		
Reply to phone call or text	▪ **Update student details with explained or justified**	AO	Ongoing	▪ Attendance report ▪ One School
Level 2				
10 or more (not necessarily consecutive)	▪ **Print 10 or more Absence report** using previous 4 weeks as parameter for report ▪ **Check** Level 1 Key Actions have been carried out ▪ **Meeting** OR **phone interview** with parent ▪ **Record contact on One School**	AO Junior School DP Senior School DP	Week 5 and 9	▪ 10 or more Absence report: ▪ One School contact record
No reply To Letter 1	▪ **Absence Letter 2 sent**	Snr School DP Jnr School DP HOSES	Week 5 & 9	▪ One School contact record ▪ One School Letter
Reply to DP contact	▪ **Update student details with explained or justified (Record of contact sent to AO to update details)**	AO		▪ Attendance report
Level 3				
15 or more (not necessarily consecutive)	▪ **Print Absence report fortnightly and recognise 15 days or more absent** for whole school ▪ **Check follow up** for each student on this report adheres to L1 & L2 above ▪ **Phone call/Email to parent to organise meeting time** if required ▪ **Jnr School or Snr School DP** ○ Formal interview ○ Outlining support provision ○ Explaining consequences to follow ▪ **Referral to external support** agencies (record on OS) ○ Outcome of Referral to determine further action inclusive of but not limited to- ○ SP4 Form (if child is not attending regularly after 10 days of contact with parents. ○ Regional Senior Guidance Officer Referral ▪ **Referral to Head of School or O/S contact** ▪ **Form 4** sent to parent (record on OS) ▪ **Form 4 Meeting** ▪ **Attendance monitored by DP Jnr/Snr** ▪ **Referral to Principal or O/S contact**	AO Snr School DP Jnr School DP HOSES GO Principal	Fortnightly	▪ 15 or more Absence report ▪ One School contact record ▪ External support Contact Listing ▪ Form 4

	▪ **Form 5** sent to parent if no return in 2-4 weeks			▪ Form 5

POSITIVE ACTIONS
Children who are present for a full week receive a PBL bonus token worth 5 points. Teachers to monitor and distribute

Random draw each week for children who have been at school for 5 days the previous week on parade (prize of $2 tuckshop voucher).

95% or above – students who receive 95% or above attendance by the end of the year will be invited to participate in a fun day at the end of the year.

Certificate given out at the end of each term to students who receive 100% attendance.

Still in progress is an overall prize |

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	**Search website**
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.