

Acacia Ridge State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	Nyngam Street Acacia Ridge 4110
<b>Phone</b>	(07) 3717 4111
<b>Fax</b>	(07) 3717 4100
<b>Email</b>	principal@acaciaridgess.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Principal

## Introduction

Welcome to Acacia Ridge State School.

It is with pleasure that we present our 2018 School Annual Report. This report provides information about our school, in terms of our achievements, our school culture and environment and our future priorities.

## School overview

Acacia Ridge State Primary School is located in Brisbane within a low socio-economic area and has an enrolment of approximately 300 students, catering for an extremely diverse clientele consisting of over twenty-five nationalities. Acacia Ridge State School is proud to be a public school that builds tolerance and resilience amongst the student population, building on the work already started in our Positive Behaviour for Learning program. Acacia Ridge State School has its foremost goal of improving literacy and numeracy skills among all students. Student welfare, music programs, the performing arts, sport, and ICT are strengths within our curriculum. In addition to the provisions for Prep to Year 6, there is an Early Childhood Developmental Program and a Special Education Program. The staff at this school is a professional and committed group of people that work very hard every day for every child.

### ***Our main improvement areas for 2018:***

#### ***Curriculum - Quality Teaching in Reading***

Further developed a consistent approach to the teaching of reading using Explicit Instruction across the whole school encompassing the Big 6 Reading Pillars. Whole School Reading Initiatives include: Modelled, Shared, Guided and Independent reading, Synthetic Phonics, Phonemic Awareness, vocabulary program, and High Impact Strategies.

Further developed teachers' capacity to provide quality student feedback in order to enhance student ownership of their learning and to assist them to develop learning goals.

Further developed teacher pedagogy with an emphasis on developing teachers' capacity to construct learning intentions, success criteria, goal setting, feedback and review through professional development.

Built capacity of staff by developing a differentiated coaching framework which is responsive to staff needs and utilises a range of strategies including modelled lessons, peer to peer observations and direct observation

Created a school Response to Intervention model (RTI) for reading intervention.

Further embedded the use of data tools using data wall, differentiation reading planner, Oneschool class dashboard and Reading tracker (regular data collection review, and analysis inclusive of reaching NMS, U2B aligned to performance targets) to drive teaching practice and improve student outcomes. Data conversations occur regularly through case management (Lyn Sharratt) and individual data meetings with teachers.

#### ***Curriculum – Systematic Curriculum***

Continued Year level team meetings to further enhance staff understanding of the relationship between Australian Curriculum and C2C units moving from Version 7 to V8 consolidated C2C units. Promote teacher understanding of how to restructure GTMJ's to provide clarity of assessment tasks and to develop learning intentions and success criteria in order to give explicit feedback and instruction to students (Based on Hattie).

Continued a formal process for school based and cluster based moderation to deepen teacher understanding of the A-E ratings and to ensure consistency in their application across the year level and across schools.

#### ***Curriculum - An Inclusive Environment : Differentiated Teaching and Learning***

Built teacher knowledge of research/evidence based practices/pedagogies develop and implement engagement strategies and differentiation practices in order to improve student learning with an emphasis on co teaching and the use of assistive technology.

### ***Culture: Positive Behaviour for Learning***

Continued our Positive Behaviour for Learning (PBL) by developing a PBL 2018 strategic plan. Routines and Transitions in classroom and non-classroom settings as well as collection, analysis and retrieval of OneSchool behaviour data will be a major focus. A focus on proactive strategies will also be implemented and the introduction of a restorative practice model across the whole school setting will be initiated with staff building their capacity in this area.

### ***Culture: Attendance***

Continued implementing the Attendance and Late Arrival Policy and admin to follow up with absenteeism concerns. Focus for 2018 will be on improving Late arrival data with proactive whole school strategies.

### ***Community: Successful Transitions***

Continued to collaborate with a variety of stakeholders (Acacia Ridge SS, ECEC Transition Officers, Sunnybank State High School, and ECEC provides) to further embed a 4 Year Step Up cluster plan for Successful Transitions.

Further embed a cultural playgroup in the school to foster community relationships amongst our dominant cultural groups and highlight the importance of attending an educational setting prior to prep. This cultural playgroup will focus on the development of students across 5 domains with a focus on the 3a approach in the area of language and communication.

## ***Future Outlook***

***Our main improvement areas for 2019 will be:***

### ***Curriculum: Teacher Quality in Reading***

Further develop a consistent approach to the teaching of reading using Explicit Instruction across the whole school encompassing the Big 6 Reading Pillars. Whole School Reading Initiatives include: Modelled, Shared, Guided and Independent reading, Synthetic Phonics, Phonemic Awareness, Vocabulary Program, and High Impact Strategies. Employment of an Early Years Coach and a Pedagogy Coach.

Build capacity of staff by developing a differentiated coaching framework (Walkthroughs, Observations, Watching Others Work) across the school to improve teacher pedagogy in the areas identified in the school improvement agenda (Reading, PBL and Digital technology).

Further, embed Speech Language Intervention across the Early Years to improve Oracy aligned to Reading Improvement.

Continue to further embed the Response to Intervention Model across the school in Reading.

### ***Curriculum: Systematic Curriculum***

Continue Curriculum Team and Year Level Meetings to further enhance staff understanding of Australian Curriculum V8 2020 roll out.

Promote teacher understanding of how to restructure GTMJs to provide clarity of assessment tasks and to develop learning intentions and success criteria through the development of Learning Ladders in order to give explicit feedback to students (Based on Hattie)

Continue a formal process for school based and cluster based moderation to deepen teacher understanding of the A-E ratings and to ensure consistency in their application across the year level and across schools. Continue to collaborate with cluster schools to join in moderations session.

**Curriculum: Creating an Inclusive Environment- A differentiated Curriculum**

Implement the School Improvement Action Plan (aligned to Priority School Review) to establish a whole school inclusive environment that foster high expectations and success for every student (digital technologies and differentiation). This plan incorporates the creation of an Inclusion Team, deeper collaborative planning and case management processes, a Digital Technologies coaching model and the creation of Co-Teaching environment.

Continue to build teachers data literacy through Case Management sessions, where teachers interrogate and triangulate data to drive teaching practice and improve student outcomes. Data walls, Differentiation Reading Planner, OneSchool Class Dashboard and Reading Tracker will be used to support this process.

**Culture: Positive Behaviour for Learning and Student Engagement**

Continue Positive Behaviour for Learning (PBL) by developing a PBL 2019 strategic plan. This plan will incorporate consistency in PBL, deepening restorative practice, student wellbeing).

Continue implementing the Attendance and Late Arrival Policy and admin to follow up with absenteeism concerns.

**Culture: Culture of Continuous Sharing and Learning Together**

Continue building effective professional learning teams that meet regularly (fortnightly) to collaborate and enact our improvement initiatives (Curriculum, Behaviour, Inclusion, Successful Transitions, Wellbeing).

**Community: Successful Transitions**

Continue to collaborate and build an Early Childhood Network Group with a variety of stakeholders (Acacia Ridge SS, ECEC Transition Officers, Sunnybank State High School, and ECEC provides) to further embed a 4 Year Step Up cluster plan for Successful Transitions.

Through partnership with Acacia Ridge Community Branch-Bendigo Bank, a Community Reading Hub has been established on the school site for families to feel a sense of belonging to their community and where they can engage in reading with their child/children.

Further embed two playgroups (cultural and pre prep) in the school to foster community relationships and highlight the importance of attending an educational setting prior to prep. Both playgroups will focus on the development of students across the AEDC domains with a focus on the 3a approach to enhance oracy.

Continue to implement the 3a (Abecedarian Approach), to build oracy skills of 0-5 year old children within the school and community. Early Years Coach, Sunnybank SHS Early Childhood Department and ECEC to lead and implement age appropriate learning experiences that focus on the AEDC developmental domains and the 3a oral language approach within in the Acacia Ridge Rockets pre-prep program, cultural playgroup and early year classrooms Acacia Ridge State School.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Early Childhood - Year 6

#### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	273	302	317
Girls	124	131	137
Boys	149	171	180
Indigenous	25	25	34
Enrolment continuity (Feb. – Nov.)	92%	91%	91%

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

Acacia Ridge State School is a primary school servicing approximately 333 children aged 5–12. The students are drawn largely from the suburb of Acacia Ridge. The school has an ICSEA of 923 (15<sup>th</sup> percentile), and across our 15 classrooms we have 48% of the school population are English as a Second language/dialect speakers with a current total of 34 languages being spoken in the home. Currently 11% of the students identify as Aboriginal and Torres Strait Islander.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	22
Year 4 – Year 6	27	27	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

Every child performing under National Benchmarks is required to have an either Individual Curriculum Plan or a Personalised Learning Plan which is a set of simple and achievable educational goals to strive for by the end of term. Each term these documents are reviewed and adjusted accordingly by the HOSES, Support Teacher – Literacy and Numeracy in consultation with individual students and their teachers.

- Instruction hours in English and Mathematics are above the minimum recommended.
- Each term an intensive ‘core skills block’ is built into the unit in order to close the gap around basic skills.
- Explicit Instruction and the GRR (Anita Archer) are an integral component of our curriculum delivery.
- We are a Lyn Sharratt school with a focus on Case Management, goal setting for students to differentiate.

At Acacia Ridge State School, our learners will engage in innovative approaches to curriculum design that lift educational outcomes for every student.

- Planning days are held each term. Year level teams develop a deep understanding of the Australian Curriculum that ensures the intended curriculum is authentically enacted.
- Formative assessment is planned for in English units to ensure differentiation and student engagement
- Explicit Instruction and the Gradual Release (Anita Archer) are an integral component of our curriculum delivery.
- We are a Lyn Sharratt school with a focus on Case Management, goal setting for students to differentiate.
- Specialist teachers provide instruction in Music and PE from Prep – Year 6
- French is taught to students in years 5 - 6
- All teachers participate in cluster moderation to share pedagogical practices and to ensure consistency of assessment and reporting across year levels.

### Co-curricular activities

1. Instrumental music is offered to students in Years 5-6 (brass, woodwind and percussion)
2. Sport and Recreation:
  - Cluster sports gala days for students in Years 5-6
  - Rugby League, Soccer, Basketball and Netball Years 5-6
  - Swimming Program Prep-6
3. Upper school camp program

### How information and communication technologies are used to assist learning

The use of assistive technology is used as part of curriculum delivery.

iPads have been purchased across the whole school in the last two years. iPads were purchased for the Special Education Program and the English as a Second Language program.

## Social climate

### Overview

Our school continues to build and refine the processes around our Positive Behaviour for Learning (PBL) support in order to continue to improve the overall social climate. There are whole school processes for teaching and reinforcing positive behaviour and procedures for managing inappropriate behaviour.

With a whole of school focus on high expectations for behaviour, resilience building and appropriate social interaction, Acacia Ridge State School is focused on providing a safe and secure learning environment for every student, every day. Appropriate behaviour are rewarded through a range of methods to acknowledge expected school behaviour. These include the use of 'star stamps' that are individually recorded by students, 'rocket tickets' to reinforce playground behaviour, Student of the Week and Behaviour of the Week certificates. In addition the school has introduced the Attendance and Commitment to Excellence (ACE) award process to recognise those students who demonstrate exemplary behaviour and commitment. Individual student awards are presented on assembly and are highly prized by students.

### 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)	81%	100%	95%
• this is a good school (S2035)	84%	96%	97%
• their child likes being at this school* (S2001)	88%	96%	97%
• their child feels safe at this school* (S2002)	84%	93%	95%
• their child's learning needs are being met at this school* (S2003)	84%	93%	90%
• their child is making good progress at this school* (S2004)	78%	93%	95%
• teachers at this school expect their child to do his or her best* (S2005)	97%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	95%
• teachers at this school motivate their child to learn* (S2007)	88%	96%	97%
• teachers at this school treat students fairly* (S2008)	84%	93%	89%
• they can talk to their child's teachers about their concerns* (S2009)	91%	98%	100%
• this school works with them to support their child's learning* (S2010)	83%	95%	97%
• this school takes parents' opinions seriously* (S2011)	88%	100%	95%
• student behaviour is well managed at this school* (S2012)	69%	93%	84%
• this school looks for ways to improve* (S2013)	88%	100%	97%
• this school is well maintained* (S2014)	91%	98%	95%

\* 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)	95%	100%	96%
• they like being at their school* (S2036)	90%	97%	98%
• they feel safe at their school* (S2037)	93%	95%	97%
• their teachers motivate them to learn* (S2038)	95%	100%	98%
• their teachers expect them to do their best* (S2039)	97%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	97%
• teachers treat students fairly at their school* (S2041)	91%	85%	94%
• they can talk to their teachers about their concerns* (S2042)	93%	88%	95%
• their school takes students' opinions seriously* (S2043)	81%	87%	93%
• student behaviour is well managed at their school* (S2044)	90%	89%	94%
• their school looks for ways to improve* (S2045)	96%	97%	98%
• their school is well maintained* (S2046)	96%	97%	97%
• their school gives them opportunities to do interesting things* (S2047)	93%	97%	97%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	98%	96%
• they feel that their school is a safe place in which to work (S2070)	97%	98%	100%
• they receive useful feedback about their work at their school (S2071)	93%	95%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	91%	100%
• students are encouraged to do their best at their school (S2072)	100%	98%	100%
• students are treated fairly at their school (S2073)	97%	98%	98%
• student behaviour is well managed at their school (S2074)	83%	95%	91%
• staff are well supported at their school (S2075)	90%	98%	96%
• their school takes staff opinions seriously (S2076)	93%	95%	91%
• their school looks for ways to improve (S2077)	97%	98%	100%
• their school is well maintained (S2078)	100%	95%	100%
• their school gives them opportunities to do interesting things (S2079)	90%	98%	100%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Parents are welcome to join the school community at any time and there are a number of ways they can do so. The Parents and Citizens Association has monthly meetings and has several active sub-committees which are always in need of assistance. They also have monthly parent social morning teas as an opportunity for

parents to meet and make connections within our parent community informally. There is a Breakfast Club sponsored by the YMCA and manned by volunteer parents and teachers. Parents are also welcome to act as parent helpers in all classrooms as well as attending class swimming lessons during summer and act as in-pool helpers. The tuckshop, which operates three days per week, welcomes volunteer helpers. A newsletter goes out once per fortnight and the school website is updated as often as possible with new information. We also have an official school Facebook page which is regularly updated with information about upcoming events. A Meet and Greet Barbeque is held for all our families at the beginning of the school year which is an opportunity for parents to meet new families and their child's class teacher. Parent reporting evenings are held twice per year with parents encouraged to book a time to speak with their child's teacher. Parents are encouraged to attend our weekly parade on Monday afternoons which focuses on student achievement, reinforcement of positive student behaviour and at times performance items by students. Parents are also strongly encouraged to attend our annual Student Leader Induction Ceremony, ANZAC Day Ceremony and Awards Presentation Ceremony.

## Respectful relationships education programs

At Acacia Ridge State School, we have a multi-levelled approach that focuses on setting high expectations for behaviour, personal safety and self-awareness. At the whole school level, we use the Positive Behaviour for Learning framework to guide our whole school focus for personal awareness and development each week. This focus is taught to the whole school on Monday during assembly and followed up with an explicit lesson in the classroom by each classroom teacher. As a school, we are establishing clear, consistent routines that help children identify how to be safe, respectful learners, to identify when they feel unsafe and how to respond safely/appropriately.

For students requiring additional support, we are working with identified students in small groups to teach self-regulation strategies including conflict resolution, anger management and responding appropriately to challenges through using a whole school restorative practices approach.

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

## 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	47	50	30
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

Acacia Ridge State School has an ongoing commitment to recycling and reusing whenever possible and uses compost bins throughout the school. Through negotiations with the Council, several large asthma-inducing and mould-producing trees are being removed and replaced with native trees. Native trees have also been planted in the refurbishment of garden beds. Through a refurbishment and reinstatement of D Block, asbestos materials have been removed from the grounds. Ongoing monitoring of lights and air conditioning is a focus.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	285,783	235,270	287,019
Water (kL)	1,812		1,074

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

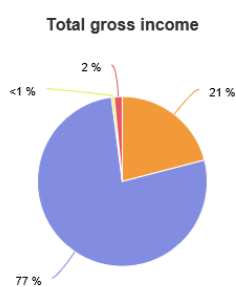
### School income broken down by funding source

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.

Full-time equivalent enrolments relating to recurrent income and capital expenditure: 302.0

Net recurrent income		\$ Total	\$ per student
Australian government recurrent funding		1,053,854	3,490
State / territory government recurring funding		3,871,799	12,821
Fees, charges and parent contributions		25,303	84
Other private sources		77,199	256
<b>Total gross income</b>		<b>5,028,155</b>	<b>16,650</b>
Less deductions		0	0
<b>Total net recurrent income</b>		<b>5,028,155</b>	<b>16,650</b>

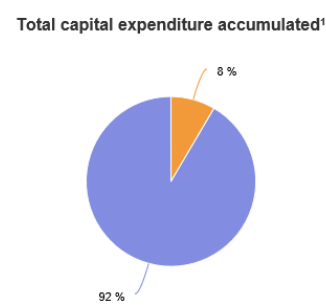
Capital expenditure		\$ Total	\$ Accumulated <sup>1</sup>
Australian government capital expenditure		0	25,721
State / territory government capital expenditure		27,390	277,609
New school loans		0	0
Income allocated to current capital projects		0	0
Other		0	0
<b>Total capital expenditure</b>		<b>27,390</b>	<b>303,330</b>



(excluding income from government capital grants)



Percentages are rounded and may not add up to 100%



<sup>1</sup> Accumulated capital expenditure is the sum of three consecutive years.

## 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	35	23	<5
Full-time equivalents	27	15	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	5
Bachelor degree	28
Diploma	
Certificate	

\*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 \$39,486.00

The major professional development initiatives are as follows:

- Reading workshops attended by
- ICT Assistive technology
- CPR for all staff
- First aid x 6 staff
- Prep Pillar days x 9 days
- NCI Training
- Restorative practices
- Aspiring STEMS
- EALD training
- Planning days 14 per term
- TRS replacement
- 360 Leadership registration

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.	96%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	91%	92%	92%
Attendance rate for Indigenous** students at this school	86%	89%	89%

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

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

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

Year level	2016	2017	2018
Prep	90%	92%	91%
Year 1	90%	93%	92%
Year 2	91%	91%	92%
Year 3	91%	91%	91%
Year 4	91%	93%	91%
Year 5	93%	92%	93%
Year 6	90%	92%	92%

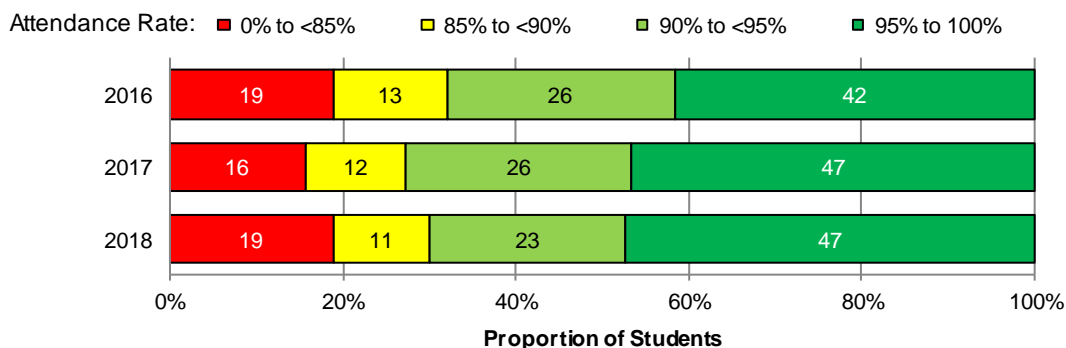
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

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

Non-attendance is managed in state schools in line with the 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.

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.

Like all Queensland State Schools, class rolls are marked twice per day (morning and afternoon). In situations where a child may be showing a pattern of non-attendance or is absent for three consecutive days without an explanation, staff will make phone contact with the parent or carer. The phone call is designed to assist families with whatever difficulties they are experiencing in sending their child to school. School personnel will sometimes visit families to talk through and problem-solve these difficulties. Families will be referred to outside

agencies to provide support and assistance if they wish. Follow up telephone calls and visits may occur as required.

If there are continued patterns of absenteeism, the Principal, Guidance Officer and Head of Curriculum – Student Engagement will meet with families to discuss plans to improve attendance. Our school utilises positive reinforcement strategies to encourage attendance. These include a class and individual attendance awards and a regular focus on attendance at assemblies.

## 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.

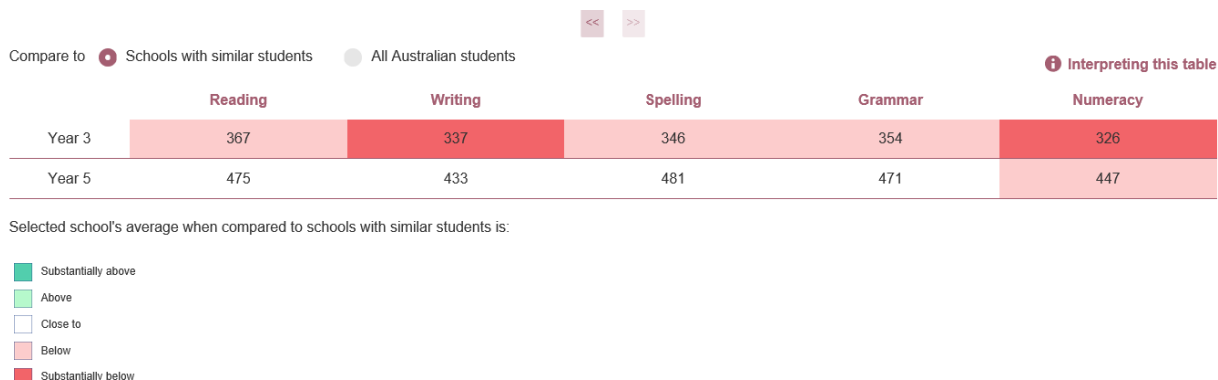


Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement			
Number of students awarded a QCIA			
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12			
Percentage of Indigenous students awarded a QCE at the end of Year 12			
Number of students who received an OP			
Percentage of Indigenous students who received an OP			
Number of students awarded one or more VET qualifications (including SAT)			
Number of students awarded a VET Certificate II or above			
Number of students who were completing/continuing a SAT			
Number of students awarded an IBD			
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification			
Percentage of QTAC applicants who received a tertiary offer.			

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.



Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5			
6-10			
11-15			
16-20			
21-25			

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I			
Certificate II			
Certificate III or above			

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort			
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.