



Warwick Central State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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Each day, on parade, our students recite our:

Statement of Purpose: (taken from the Dimensions of Teaching & Learning)
Working together, to ensure that, every day, in every classroom, every student is learning and achieving.
This is followed immediately by our:

School Motto: Striving to Excel & our

School Attendance Focus: Every Day Counts!
To conclude our daily parade we alternate our:

Central RULES/PBL War Cry – written by our teacher, teacher aide and students of Year 7, 2010)

Central, Central, Hear our cry,
Respect ourselves, our school, our pride,
Understand each other,
Help us Learn,
We put in Effort at every turn,
Success is the reward when we try our best,
Around every corner,
Safety is our quest.
We know at Central, we're the best!
Warwick, Warwick, hear our cry,
We all rule, when we try,
C-E-N-T-R-A-L R-U-L-E-S! Central!!!! OR our

Prep War Cry (to the tune of the Adams Family)

Central Rules (click, click); Central Rules (click, click); Central Rules, Central Rules, Central Rules! (click, click).

There's respect and understanding, learning, effort, safety,

You'll see these in each classroom when you come to Central School.

Central Rules (click, click); Central Rules (click, click); Central Rules, Central Rules, Central Rules! (click, click)

Central Song (developed with Josh Arnold and Small Town Culture)

C-E-N-T-R-A-L, It's not just a word to spell, It's our school, It's you and me-e-e,

We represent the capital C-E-N-T-R-A-L, (clap, clap, clap, clap, clap) Alright!

From the Principal

School overview

Warwick Central State School is situated within the central business district of Warwick. The school provides co-educational learning programs for students from Prep to Year Six. Our enrolment currently stands at 262 students. We are on an Enrolment Management Plan, which requires that new students must reside in our designated catchment area. Our dedicated team of professionals provide high-quality educational learning experiences for our students. Our strong inclusive practices engage our students in gaining a variety of educational outcomes that serve individuals and our community. Our school curriculum is based on the Australian Curriculum. The focus of curriculum delivery is to improve literacy and numeracy outcomes for all our students via targeted programs and explicit teaching episodes. Some of the key learning areas are delivered as integrated units of work. An emphasis is being placed on using quality tasks to assess student learning. Our rigorous early years programs ensure that learning opportunities for our Prep students align with curriculum guidelines. Our middle-years programs embrace explicit instruction as a key to engaging students through the delivery of focussed and motivational teaching. Opportunities are given to our senior students to develop leadership capacity. We have a Special Education Program with a designated Special Education Teacher, who works specifically with students who are verified across a range of disabilities including hearing, vision, intellectual or physical impairments, and students on the autistic spectrum. The Head of Curriculum drives all curriculum strategies and programs, working one on one and with teaching teams to develop specific structures and initiatives focussed on individual improvement for all students. At Warwick Central State School, we provide a high quality inclusive educational curriculum that connects our community to learning and improving. Our strong, inclusive practices engage our students in gaining a variety of educational outcomes that serve individuals in our community. We value the following traits in our school community: the rights, responsibilities and diversity of all members within our supportive school environment; a climate of mutual respect and cooperation; collaborative & consultative decision-making processes; and celebration of individuality combined with a common understanding of appropriate behaviours with agreed upon limits.

School progress towards its goals in 2018

Our curriculum plans and our school culture reflect understanding and tolerance of diversity and clear goals to meet the needs of each individual.

The key strategic directions of Warwick Central State School are:

further implementation and amendment, according to the changing needs of our students and the demands of the Australian Curriculum, of our Four Year Strategic Plan, Annual Implementation Plan and our Investing in Success program. This requires continued refinement and review of Warwick Central State School's Curriculum Plan and our Pedagogical Framework with emphasis on the alignment between teaching, learning, assessment and reporting. This implementation, including differentiation, is based the Australian Curriculum via the use of the Curriculum to Classroom program as a resource developed by Education Queensland. Involvement in the Faces on The Data Program gives a focus on excellence in reading comprehension and basic numeracy skills. We continued to focus on improvement in our Information Communication and Technology practices, by exploring STEM practices. Our school places strong emphasis on ensuring that Warwick Central State School is the school of choice for our community, to build continued enrolment growth. Our leadership teams strive for continued improvement in the teaching and learning conditions for our students and teachers, continued improvements in the learning outcomes for all students, and continued strong emphasis on supporting children socially, emotionally and academically.

Future outlook

Improved school literacy and numeracy academic results across all learning areas via a focus on the Australian Curriculum with C2C as a resource in Maths, English, Science, History, Geography and Health & Physical Education, with clear expectations on planning, pedagogy, assessment, reflection and review with alignment to PM Benchmarks, IPI, NAPLAN, PAT-Reading, PAT-Maths, PAT-Science and PAT Spelling across all year levels. Continuation of whole school pedagogical approach to teaching literacy under the leadership of the Principal as Instructional Leader and the Deputy Principal/Master Teacher as curriculum leader. Collaboration with the Master Teacher to provide effective warm-ups, and a comprehensive explicit instruction philosophy, expressed through our Pedagogical Framework. Dedicated involvement in Lyn Sharratt's "Faces on the Data" which enriches and extends explicit instruction to focus on competent and confident data literacy and data walls in all classrooms with a focus on individual achievement and improvement for all students.

Literacy blocks continue, and professional development of teachers and aides supports the pedagogical practices via programs such as Seven Steps to Writing, and a Reading Intervention Teacher, trained in Reading Recovery, subsidized by Investing for Success funding.

Engagement of students is enhanced through extension (eg Reader's Cup Challenge, Maths Team Challenge, Southern Downs Chess) and support programs (STLaN, SWD, AVT ASD/HI/II) to scaffold learning and challenge students to achieve their potential.

Develop reading resources to improve literacy standards by research, professional development and investment into resources to best fit Warwick Central State School students, eg STRIVE & SSP, Spelling Mastery and Sound Waves.

Continue to develop resource centre to meet the needs of the 21st century learner, eg tablets, increased laptop numbers, improved wireless network, increased bandwidth for effective C2C implementation utilising interactive whiteboards, LOTE (Japanese).

Encourage parents and community, eg Meet & Greet BBQs, Principal Prattle, Targeted Cuppas, WING network meetings, NAIDOC celebrations, Sustainability Programs and celebrations, World Environment Day, Earth Smart Schools, Playgroup, Qld Health shared initiatives; Community Health Project with Carbal Medical Centre and Ready Reader Volunteers/Ready Reader Parent Program.

Continue to implement early intervention programs such as First Steps in Reading and Support-a-Talker/Reader/Writer/Number delivered by trained staff;

PIPPAs in Semester 2 for Pre-Prep parents and students; weekly playgroup for 0 – 5 yr olds.

Integrate ICTs into planning and pedagogical practices through: 1. Inquiring with ICTs; 2. Creating with ICTs; 3. Communication with ICTs; 4. Ethics, issues & ICTs; 5. Operating ICTs.

Arts Programs implemented utilizing resources such as: NAIDOC celebrations (dance/dreaming stories/art); Harmony Day; Jumpers & Jazz in July; Arts Council presentations; Parent Engagement Study with UQ; and WSHS Drama and Early Childhood Students.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	281	281	262
Girls	127	130	133
Boys	154	151	129
Indigenous	56	51	53
Enrolment continuity (Feb. – Nov.)	90%	92%	90%

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

Our student body is comprised of 262 students, with approximately 20% Aboriginal and/or Torres Strait Islander students, and a small number of students from ESL (English as a Second Language) backgrounds, with different multicultural heritages such as Brazil, China, Philippines, Cook Islands, India and Pakistan. We have a good balance of male and female students, with class sizes within the targets set. We have a small number of students who are transient, both within the Warwick community and beyond, and several students who are in the care of the state. We have a strong and stable staff, and a supportive, proactive school community of parents and carers.

Average class sizes

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	20	23	22	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.
Year 4 – Year 6	25	23	25	

Curriculum delivery

Our approach to curriculum delivery

Warwick Central State School's curriculum is developed from the Australian Curriculum in Key Learning Areas. In 2018, we utilised the C2C curriculum as a resource based on the Australian Curriculum, to ascertain its effectiveness in implementation. Our school has taken a very proactive approach in developing school-based programs reflecting our curriculum requirements. Prior to our School Review in 2018, we revised our School Curriculum Plan to reflect the development in effective and authentic pedagogies, and to effectively align classroom unit plans with our School Programs. The Arts continue to be implemented via unit plans for each classroom. LOTE is conducted by an itinerant local teacher of Japanese, to ensure a smooth transition to Warwick State High School. PBL Lessons, Health, PE and Music are taught by specialist teachers. Students from Years 3 to 6 are able to access instrumental music on strings instruments, one day a week, after an audition process. Students in Years 4 to 6 can also learn woodwind and brass instrumental music, one day a week with specialist teacher. Junior and Senior Big Bands also perform at community functions and compete against other schools. Our Warwick Central Band has won significant awards in these competitions and enjoys an annual camp to perform for and at other schools.

Co-curricular activities

Extra curricula activities at Warwick Central State School are designed to provide further opportunities for students to develop their potential include:

Interschool sport, eg softball, cricket, netball, Broncos Cup, hockey, athletics, ball games, rugby league, T-Ball.

Interhouse sports, eg softball, cricket, netball, basketball, soccer.

School Choir (which performs regularly at community events, eg church fetes, Seniors Week, Stanthorpe Eisteddfod)

School Skipping Team

Project Club (which raises funds for class excursions and supplies, and supports charity events such as Genes for Jeans Day)

iAIM School Program promotes good health and fitness which is integrated into classroom activities daily.

Art Club (organised by a teacher aide with considerable artistic talent)

Dance Club (organised by the children themselves)

Homework Club (offered by the Support Teacher Literacy & Numeracy)

Breakfast Club (generous donations from Kelloggs, Rotary Club of Warwick, Carbal Medical Centre)

Readers' Cup Challenge (organised annually by Yr 9 English students at Warwick State High School). Warwick Central teams placed well once again in this competition in 2016.

Maths Team Challenge (organised annually by Secondary Maths Teachers and Yr 8 Maths students at Warwick State High School). This event has become an annual occurrence, taking place early in Term 4 each year in the library at Warwick State High School. Our Year 4/5 students won this competition in 2016! Both the Readers' Cup Challenge and the Maths Team Challenge provide invaluable opportunities for effective transition for primary students into the secondary sector.

How information and communication technologies are used to assist learning

Desk top computers, laptops, interactive whiteboards, document cameras, digital still cameras, flip video cameras, online programs, site licences and tablets are used for whole of class activities, group activities and individual access through our main computer lab, library mini-lab and technological devices in each classroom.

A bank of 30 laptops in our resource centre provides the ability for classes to utilize a laptop for each student in a class setting when developing power point presentations, completing educational on-line programs, and following teacher-led activities on their own computers. A second bank of 16 laptops in the computer lab in C Block is also available for group activities, and whole class groups, used in combination with the desktops in the lab.

Each classroom has an interactive whiteboard and document camera, which broaden and enhance strategies and skills for teaching and learning. The resource centre, school hall and music room have mobile interactive whiteboards and televisions, which are portable and able to be utilised for a range of activities from professional development to Elluminate for brass and woodwind students.

Digital still cameras and flip video cameras can be utilised by both students and teachers when completing curriculum activities which lend themselves to ICTs to enhance learning, skill development and presentation.

During UNIFY, Dynamic Deadlies and Deadly Readers classes, Elluminate is used so that students can access a range of programs through the Brisbane School of Distance Education to meet their differentiated needs. A bandwidth increase and an upgrade of wireless points, in both number of points and strength of signal, has also improved interaction with ICTs.

Social climate

Overview

Warwick Central State School prides itself on safe and inviting facilities, friendly, prompt and efficient front desk reception, and a warm, supportive atmosphere which promotes a caring, success-focussed learning and teaching environment. The implementation of the Positive Behaviour Learning Program with its focus on Central RULES (Respect, Understanding, Learning, Effort, Safety) is given daily emphasis as we recite our student-developed war cry daily on parade, along with our Statement of Purpose and our School Motto. The whole school community, as a result, has a results-driven, positive, goal-aspirant focus which is reinforced daily, and emphasized in all that we do. Grandparents' Day, Community BBQs, School Discos, Trivia Nights, static displays of classroom learning, community performances by the Warwick Central Skippers and the Warwick Central Choir, Ready Reader Parent and Community Volunteers, NAIDOC celebrations, and inter house sports competitions, all combine to create the "big family" atmosphere which permeates Warwick Central State School. We live and breathe the old adage, "It takes a village to raise a child."

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)	100%	92%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	92%	100%
• their child's learning needs are being met at this school* (S2003)	100%	92%	94%
• their child is making good progress at this school* (S2004)	100%	83%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	83%	94%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* 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)	100%	100%	100%
• they like being at their school* (S2036)	99%	100%	96%
• they feel safe at their school* (S2037)	100%	96%	97%
• their teachers motivate them to learn* (S2038)	100%	99%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	99%	100%
• teachers treat students fairly at their school* (S2041)	100%	99%	97%
• they can talk to their teachers about their concerns* (S2042)	99%	97%	99%
• their school takes students' opinions seriously* (S2043)	100%	99%	97%
• student behaviour is well managed at their school* (S2044)	100%	97%	98%
• their school looks for ways to improve* (S2045)	100%	100%	99%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	99%	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.

Table 5: Staff opinion survey

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

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

Parent – teacher interviews are offered each semester, and significant numbers of parents take up this opportunity to discuss their child's progress with the classroom teachers. An open door policy in our school ensures that parents and caregivers feel welcome to visit and participate in classroom activities, thereby developing a consistent approach between school and home, which enhances learning opportunities.

Warwick Central State School has a range of strategies to involve parents. These include:

Weekly Newsletters

Student centred activities at school, eg weekly assemblies, daily parades, information sessions, special occasions such as Book Week and Grandparents' Day.

Three way interviews, with the student as the chair of these meetings

PIPPAs Program for Pre – Preps and their parents

Parents' and Citizens' Association meetings monthly

Quadrennial School Reviews

School Operational Plans

Local Consultative Committee

Positive Behaviour for Learning School Support committee monthly meetings

Four Year Strategic Plan

Ready Reader Parent Program & Ready Reader Volunteer Program

Homework Club with Support Teacher Literacy & Numeracy

Community Health Partnership with Carbal Medical Centre, focussed on the health & well-being of our students

Project Club home bake stalls

Tuckshop volunteers each week

Celebrations and displays of classroom work in the foyer and hall

Broncos Cup Challenge

Readers Cup Challenge

"Principal Prattle" sessions weekly with parents and carers – exchange of ideas, issues, concerns, with a positive focus.

Breakfast Club volunteers

NAIDOC & Harmony Day celebrations

Sustainability and environmental awareness activities

Respectful relationships education programs

Social and emotional skills help students develop the resilience to deal with change, challenge and unpredictability. Social and emotional learning is important in the context of data highlighting that Australian young people face a range of stressors and anxieties, and a high incidence of mental health problems. Social and emotional skills are also the foundation of positive, including positive gender relationships, and contribute to social cohesion. Efforts to promote personal and social capabilities and build resilience can be fostered through a whole school approach. This includes efforts at organisational, pedagogical and relational levels. A key component of a whole school approach is the promotion of positive teacher-student relationships. Positive relationships are significantly associated with increased 'school connectedness' and with cognitive, emotional and behavioural engagement. The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Life Education lessons were conducted at our school, and, combined with Health lessons taken from the Australian Curriculum, respectful, appropriate and healthy relationships were implemented into our school. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	13	11	13
Long suspensions – 11 to 20 days	2	0	3
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

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

The climate smart audit has led to a range of actions being implemented across the school to reduce our environmental footprint.

Regular discussions are held by staff and students about the conservation of energy to reduce costs. Our underground water tanks gather rainwater for usage on gardens and ovals.

Our reverse cycle air conditioning systems are rationed to warm up or cool down the classrooms as needs demand, then turned off as the outside weather improves or deteriorates.

Students and staff are encouraged to keep doors and windows closed when the air conditioning is on.

Trays have been installed under the air conditioners to conserve the condensation which naturally occurs when the units are in operation.

The local Endeavour Foundation provide a service for the recycling of paper and cardboard, and the shredding of sensitive and confidential documents.

The school office recycles unused, inaccurate, or leftover photocopies for use in the fax machine and as note paper when taking phone messages.

Electrical appliances are turned off at the wall, rather than left on standby.

Vegetable gardens provide healthy food for the tuckshop and classroom celebrations.

A compost bin and a worm farm utilise food scraps, particularly from fruit break each day.

Warwick Central State School is an Earth Smart School, which involves developing a School Environmental Management Plan, and several different ideas to promote sustainability.

Classes participate in the Hermitage Research Station projects, growing and researching different food plants to enhance nutrition awareness.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	87,021	41,104	87,389
Water (kL)	325	963	913

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.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. At the bottom, there are three filter buttons: 'School sector', 'School type', and 'State', each with a dropdown arrow.

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	23	15	<5
Full-time equivalents	20	9	<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	
Masters	3
Graduate Diploma etc.*	2
Bachelor degree	14
Diploma	4
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 2017 were \$49488.78, which includes \$21140.90 on workshops, seminars and professional development initiatives and \$28,347.88 on NCT and TRS to replace staff to attend these events.

The major professional development initiatives are as follows:

- Peer coaching – school visits; Beginning Teacher Mentor Role; Seven Steps to Writing PD & Workshops: Health & Well-Being Conference; Early Years PD (Early Start/Playgroup/Early Childhood Network/Active Liaison with Day Care Centres and Kindergartens); Lyn Sharratt's "Faces on the Data" training; Master Teacher – data interpretation, usage, classroom implementation; WART; STRIVE, SSP; First Aid & CPR Training; Traumatized Children Workshops; Moderation.
- 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%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	82%	85%	85%

* 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

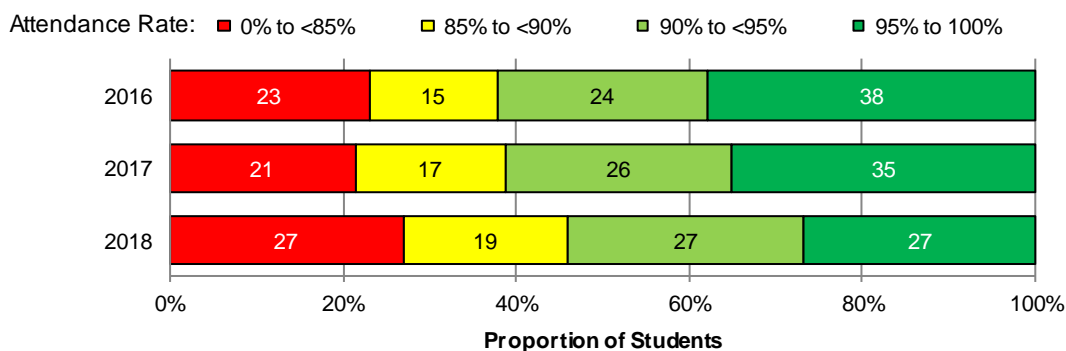
Year level	2016	2017	2018
Prep	92%	90%	89%
Year 1	91%	90%	87%
Year 2	89%	92%	89%
Year 3	88%	89%	90%
Year 4	88%	87%	89%
Year 5	91%	91%	88%
Year 6	90%	92%	90%

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



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 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.

A parent of a child of compulsory school age is obliged to ensure that their child attends school on every school day for the education program in which he/she is enrolled. A parent of a young person in the compulsory participation phases is obliged to ensure that the young person is participating full time in an eligible option. At this school, a decision is made about whether the reason offered to explain an absence is satisfactory. A reason will be considered satisfactory if it identifies an absence as an allowed absence. Allowed absences are absences from school for up to 10 days due to illness and other absences from compulsory participation is allowed under the requirements of the student’s eligible option. Professional judgement is exercised when deciding whether other types of reasons offered to explain an absence are satisfactory and the following are taken into consideration: a student’s past attendance record; the student’s particular circumstances; and any school policies related to attendance developed in consultation with the school community. Where the reason is not satisfactory, the parents of the student are informed.

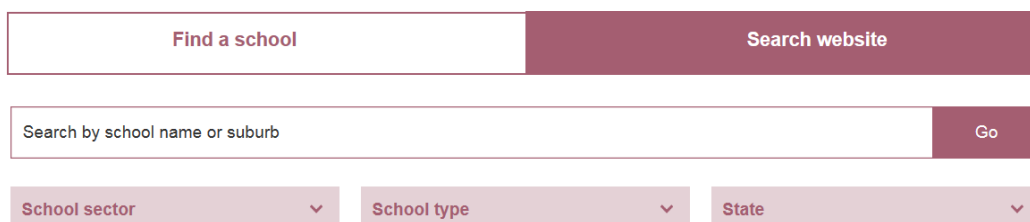
An absence for which a satisfactory reason has not been provided, is considered an unexplained absence. Texts are sent daily for unexplained absences. Notes are sent home after three days unexplained absences. Processes are implemented when an unexplained absence persists for more than 10 consecutive school days. When a student is absent, or plans to be absent, for more than 10 consecutive school days for any reason, the parent complies with their obligations in respect to compulsory schooling or compulsory participation by either seeking an exemption from their obligation, by negotiating with the principal to make an alteration to a student’s educational program, or by seeking to organise a flexible arrangement for the student. We use several different strategies to manage non-attendance, from phone calls after three days to home visits by the Principal, Behaviour Coach and the Behaviour Support Teacher, before a letter from the school is sent to the home address. If none of these processes are successful, the formal set of proceedings are conducted. We reward 100% attendance with school and class awards, and the students monitor their own attendance by colouring charts in the classrooms. Friendly competition between classes also promotes regular attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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.



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



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



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.