



Vincent 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

At Vincent State School we value success for our students, staff and community. We have high expectations in all aspects of schooling. All students develop learning goals and when these are achieved, these are celebrated on our daily morning school parades. Our way of teaching is 'Visible Learning for Literacy'. Our high quality curriculum includes intensive teaching of literacy from Prep to Year 6. We teach a two-hour literacy block every day. We focus on small group teaching with targeted evidence-based strategies. Our teachers co develop with students, learning walls which are full of posters, flow charts, diagrams and vocabulary needed for students to achieve their learning goals. All students learn Auslan sign language. We have a signing choir. The school is a YuMi Deadly Maths School of Excellence.

Our students are talented artists and their artwork is often displayed in the community. Our art focus is on beautifying and connecting with the school through murals. All students are welcome to participate in Art Club projects. School clubs are timetabled every day during breaks. Parents and community members play a pivotal role in our school. Diversity is recognised and valued and programs are planned and implemented to maximise student achievement. In recent years, the school's facilities have been steadily upgraded and this schedule will continue for a number of years.

School progress towards its goals in 2018

INVESTING FOR SUCCESS (I4S) REPORT:	Under the agreement for 2018, Vincent State School will receive \$ 107 700*															
This funding will be used to:	2018 Results:															
Embed the school's coaching and mentoring program for teachers as we strive for 80% of students achieving an A, B or C in English, Maths and Science in Semester 1 and 2.	<table border="1"> <thead> <tr> <th>Semester</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr> <td>A-C% Target</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>English: All students</td> <td>84%</td> <td>78.5%</td> </tr> <tr> <td>English: Indigenous</td> <td>81.5%</td> <td>76.9%</td> </tr> <tr> <td>YMDMaths: All students</td> <td>85.7%</td> <td>83.6%</td> </tr> </tbody> </table>	Semester	2	1	A-C% Target	80%	80%	English: All students	84%	78.5%	English: Indigenous	81.5%	76.9%	YMDMaths: All students	85.7%	83.6%
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English: Indigenous	81.5%	76.9%														
YMDMaths: All students	85.7%	83.6%														
Embed the school's pedagogy framework through its coaching and mentoring program with additional release time for individualised coaching and mentoring in our selection strategies for all classes.	Achieved. All primary school teaching staff were provided with an additional 30 minutes per week of coaching and mentoring with the Head Of Curriculum or the Head Of Special Education Services.															
Build an expert teaching team that uses YuMi Deadly Maths principles and practices.	Embedded and ongoing.															
Embed our attendance improvement strategies to lift attendance so students can achieve their learning goals	Embedded. End-of-year attendance goal of 85% not achieved though. School continues its practice of not removing left-students from the system until they have enrolled at another school so intervention can occur if enrolment has not occurred.															
Our initiatives include																
Embed our timetabled and resourced program of explicit instruction in the levelled four-lesson sequence for the teaching of reading and in the teaching of writing as part of the 'One sentence at a time for students in Years 2 to 9' project for all students in Years Prep to Year 6.	Embedded and ongoing. Extra release time and Professional Development offered to support. Principal and Head of Curriculum led and modelled these initiatives.															
Our school will improve student outcomes by																

Fund backfill teachers for a 0.2FTE Deputy Principal-0.8FTE Head Of Curriculum role with 0.5FTE release time which assists the Principal in instructional leadership as part of the school's coaching and mentoring program for all class teachers.	Embedded
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Future outlook

The start of 2019 did not begin as expected with the school being closed for 9 days due to a significant weather event in the area. Families have struggled to get back to school after homes were devastated and they moved away to live with family members.

In 2019, implementing a phonics program will become the next main focus to accompany the school's reading program. The development of a Whole School Reading (WSR) program will be developed across the school. The Read Write Inc program will develop phonemic awareness to support the 4 Lesson Sequence For Reading already implemented in the school.

In 2019, the school will continue to embed YUMI Deadly Maths that has been successful in teaching the students Mathematics through the RAMR cycle.

Improvement priority: Literate and numerate graduates - 85% of students achieving an A, B or C in English, Maths and Science

Strategy – Teaching with a literacy focus

Actions	Targets	Timelines	Responsible Officer/s
Implement phonics intervention with 'Read-Write-Inc' in Prep-Year 2 within the continuing daily two-hour Literacy block	Pre- and post-test Short Term Data Cycles	5 or 10 weeks	Classroom teachers, small group leaders; HOC (coach); Principal (instructional leader)
Principal and HOC work as Instructional Leaders modelling the 4-lesson sequence for 'Read-Write-Inc'	Short Term Data Cycles	By the end of Semester 1, 2019	Principal, HOC
Embed the use of Colourful Semantics in History, Geography and Science, as well as the '4-lesson sequence for the teaching of writing'	85% of students achieving an A, B or C	By the end of Semester 2, 2019	Classroom teachers; HOC (coach); Principal (instructional leader)
Embed Surface, Deep and Transfer learning strategies into unit planning and lesson delivery with all new staff		At the start of all units	All teachers; HOC (coach), Principal (instructional leader)

Strategy – The teaching of numeracy with levelled YuMi Deadly Maths

Actions	Targets	Timelines	Responsible Officer/s
Timetable expert teaching team as small group leaders	85% of students achieving an A, B or C	By the start of Term 1, 2019	Principal
Numeracy goals for all students		Each term	Classroom teacher
Continue to embed the training of staff in YuMi Deadly Maths	As per PD Plan	As part of Induction	Principal, HOC (coach), ST:LaN and Senior Teacher project (YuMi Deadly Maths)
Teachers and Teacher Aides support students to articulate their learning with the 5 Questions for Students (5QfS)	All students can answer the 5QfS	Every lesson in every unit	Classroom teacher and teacher aides

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	137	130	150
Girls	66	56	69
Boys	71	74	81
Indigenous	96	94	121
Enrolment continuity (Feb. – Nov.)	81%	79%	83%

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

The proportion of students who identify as Aboriginal and/or Torres Strait Islanders remains sits at approximately 80% of students, but this is subject to change per term based on our high student mobility. Our small community of Pacific and South Sea Islanders and Maoris hold their weekly church service in the school's Hall.

Our school community's ICSEA value remains at 763, the bottom 1% of state schools in Queensland and the bottom 1% of the nation. The ICSEA value stands for Index of Community Socio-Educational Advantage. Student mobility – the rate of new student enrolments and students leaving the school to enrol somewhere else – remains at 70% by November each year. Approximately 32% of students were captured under the NCCD.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	19	20
Year 4 – Year 6	23	29	30

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.

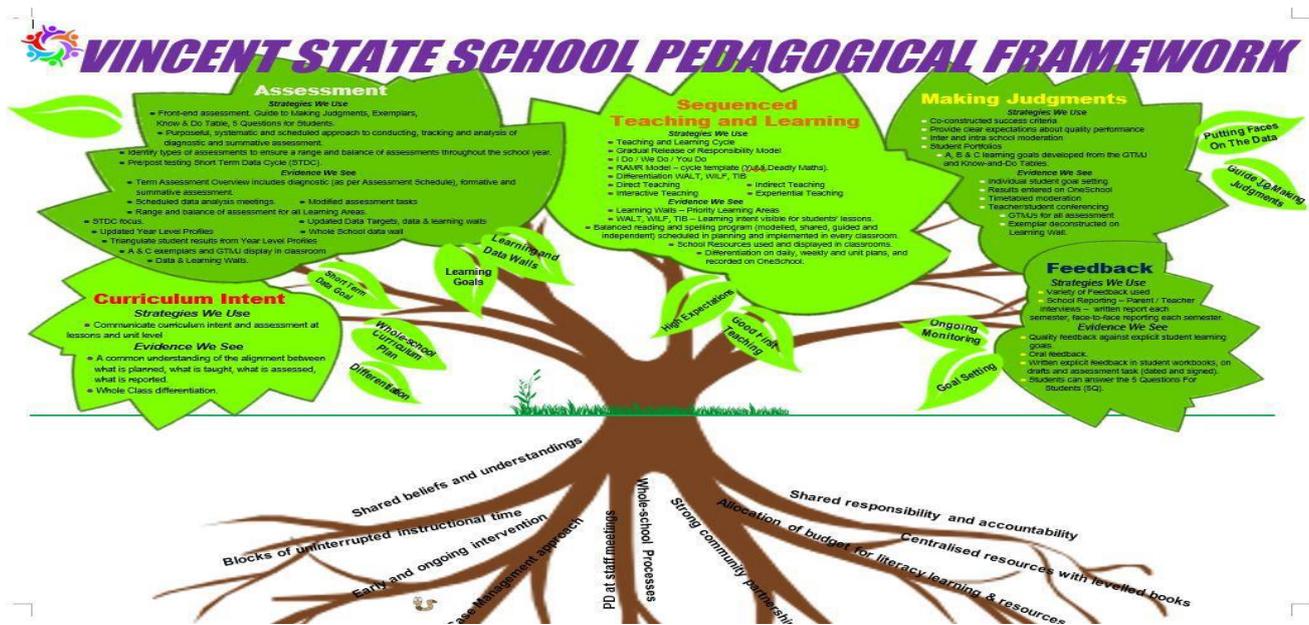
Curriculum delivery

Our approach to curriculum delivery

Our pedagogical framework focuses on making learning visible. High yield strategies are based on evidence and research. 'Learning Walls' support students to answer the Five Questions for Students. They display:

- the task and its criteria,
- the co-constructed success criteria,
- student goals to achieve an A, B or C, taking into consideration the reading and writing demands of the task and text
- a word wall – 'field' (topic)-specific vocabulary
- student work samples from weak to strong as the unit progresses
- text models, or teacher exemplar (an A+ teacher-written example on another topic)
- and other elements of the unit.

The school employs extra teacher aide to support small group work to allow children to learn in small groups supported by expert staff.



There is an Early Childhood Development Centre (ECDP) located at the school. The facility caters for pre prep students with multiple disabilities. The ECDP uses the Kindergarten Curriculum to support student to make a successful transition to Primary school.

Co-curricular activities

- ANZAC Day Commemorations
- Athletics carnivals
- Art Club
- Art In A Suitcase
- Arts at Twilight – Heatley Secondary College art expo in August each year
- ATSIAP
- Breakfast Club (daily at 8:30am)
- Challenge Games
- Cowboys’ Adopt-a-Cowboy school visit
- Craft Club
- Cross Country
- Gardening Club
- Hallowe’en Disco in October
- Heatley Secondary College Youth Forum
- Heatley Secondary College Science Club
- Homework Club every Thursday afternoon
- Mural projects
- NAIDOC Week Celebrations
- Obe Geia football carnival
- Open Day each term
- PCYC Prep Swim Safe program and Lifestyle fitness program
- PLO programs
- Prep-4-Prep Semester 2 transition program
- Red Track Interschool Athletics
- Rotations on Friday afternoons in 5-week cycles
- Student Council
- Signing Choir (Auslan)
- Swimming carnival
- Full-year touch football program with Male Mentor semi-professional football players employed as teacher aides
- Townsville Fire basketball school visits
- Transition to Year 7 at Heatley Secondary College program
- Under 8’s Day
- White Ribbon Day activities
- Year 6 Woodwork and Art classes

How information and communication technologies are used to assist learning

Vincent State School won a STEM grant to develop, implement and embed a gradual release of responsibility model for training staff to teach Digital Technology and to extend students' tech skills. Students are able to use XO Androids in class as part of group rotations for literacy and numeracy activities. Our computer lab is gradually growing its laptops. The Head Of Curriculum worked with all classes to develop basic IT literacy to develop skills to support students to access IT general capabilities and be ready for NAPLAN online in 2020. Teachers use smart boards and data projectors as part of their usual way of working, exposing students every day to uses of technology in learning. Class set of iPad is shared across the school with a Senior Teacher taking on the role of IT support with the iPads at the school and ECDP.

Social climate

Overview

The school is aligned to the Positive Behaviour for Learning (PBL) program. The school often revisits the expectations. Fortnightly meeting occur to keep focus on the data to help support students to feel safe and be able to learn successfully. Daily parades reinforce the weekly focus rules and PBL lessons occur in classrooms.

The school releases teachers for planning sessions to work with the Principal and the Head of Curriculum to align the Australian Curriculum with learning that the students are familiar with and is engaging. The school has a high percentage of SWD students and children on ICPs. Additional SEP teachers are employed to support student learning. Small groups are used to cater for student learning at the level they require instruction. Additional Teacher Aide time is also purchased to support this learning.

AUSLAN is the school's LOTE subject. This supports students with hearing impairments and also supports the indigenous and Torres Strait Islander students that have hearing concerns.

The school continues to fine-tune its data gathering to assist in providing the most appropriate teaching instruction and intervention for new students. As part of the school's Indigenous English as an Additional Language/Dialect Plan (IEAL/D Plan), school staff assist families on enrolment to self-identify as English as an Additional Language or Dialect speakers, especially in the area of Aboriginal English Dialect speakers. Our current data continues to reflect limited self-identification of families as EAL/D speakers. Student mobility – the rate of new student enrolments and students leaving the school to enrol somewhere else – remains at approximately 70% by November each year. Usual reasons for movements in and out of enrolment remain as allocation or reallocation of public housing, unemployment or new employment opportunities, family breakdown, and temporary Indigenous student enrolment from out-of-town communities where school community members encouraged visiting relatives to enrol their children for the time of their family's stay in Townsville.

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%	100%	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)	90%	100%	100%
• their child's learning needs are being met at this school* (S2003)	90%	100%	100%
• their child is making good progress at this school* (S2004)	90%	100%	100%
• 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%	75%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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)	90%	90%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	80%	75%

* 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%	96%
• they like being at their school* (S2036)	100%	100%	96%
• they feel safe at their school* (S2037)	97%	100%	91%
• their teachers motivate them to learn* (S2038)	100%	100%	96%
• their teachers expect them to do their best* (S2039)	100%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	93%
• teachers treat students fairly at their school* (S2041)	97%	100%	96%
• they can talk to their teachers about their concerns* (S2042)	91%	97%	82%
• their school takes students' opinions seriously* (S2043)	97%	100%	85%
• student behaviour is well managed at their school* (S2044)	94%	94%	76%
• their school looks for ways to improve* (S2045)	100%	100%	91%
• their school is well maintained* (S2046)	97%	100%	75%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	89%

* 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)	77%	74%	79%
• they feel that their school is a safe place in which to work (S2070)	77%	71%	73%
• they receive useful feedback about their work at their school (S2071)	55%	56%	55%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	91%	90%
• students are encouraged to do their best at their school (S2072)	75%	74%	86%
• students are treated fairly at their school (S2073)	68%	71%	60%
• student behaviour is well managed at their school (S2074)	62%	59%	57%
• staff are well supported at their school (S2075)	45%	55%	38%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	42%	52%	37%
• their school looks for ways to improve (S2077)	58%	70%	63%
• their school is well maintained (S2078)	30%	39%	55%
• their school gives them opportunities to do interesting things (S2079)	67%	61%	61%

* 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

The school encourages parent and family participation. Parents attend school events such as NAIDOC Week, Open Afternoons, school BBQs, Christmas Concert, graduations, our assemblies, athletics events, Prep Open Day, Under 8s activity days and our daily morning parades. We also hold a very successful Hallowe'en fancy dress disco fundraiser which is a very popular community event!

The school recognises and celebrates the indigenous cultures of Australia. A NAIDOC Week celebration occurs at the end of Term 2. This celebration involves a whole day of events engaging the wider community each year.

Key partnerships include Churches of Christ across the road, who run Practical Technology - Woodwork classes for our Year 6 students. Communities For Children (The Smith Family) have an office on site to assist the community's families as well as provide services on site such as Playgroup, scholarships and family assistance and on site.

The school also has a fortnightly Doctor's clinic. The school is also the site of the North Queensland Region Training Room, a facility that offers regular professional development for the region's teaching staff. As well, the school is also the base site for the region's Advisory Teachers for Deaf and Hard of Hearing and other Advisory Teachers such as Physical Impairment and Early Childhood Education.

Charters Towers School of Distance Education has a presence on site where it runs its Outreach program – where students and families come to Vincent State School campus for their face-to-face week. SunFish Recreational Fisher Association has an office and holds monthly meetings on campus and the North Queensland Region Representative Sports office is on campus too.

The HoSES (Head of Special Education Services) supports teachers and Special Education Program (SEP) teachers to prepare Individual Curriculum Programs (ICPs) for Students With Disabilities (SWD). The HoSES – Early Childhood Development Program (ECDP) runs programs for children with disabilities from ages 0-5 in the ECDP Centre as well as running Outreach services and mentoring other regional staff.

Respectful relationships education programs

The school has developed and implemented a framework that focus on appropriate, respectful, equitable and healthy relationships. A whole school approach to respectful relationships education is incorporated into the school's Positive Behaviour for Learning framework. The school is now a registered White Ribbon school and scheduled events are held throughout the year to promote respectful relationships and to solve problems appropriately using the High Five, which is based on the nation's anti-bullying strategies. Every three weeks the school focus is on the Be Respectful expectation. During this week, lessons are taught and daily messages on parade reinforce speaking respectfully to all people; staff, family and friends.

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	51	34	39
Long suspensions – 11 to 20 days	1	2	2
Exclusions	0	2	1
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

The school's 20kw solar panels installed on F Block were all destroyed in a series of vandalism incidents and have not been replaced. Since then, the school qualified for a large black security fence which was installed around the school's perimeter in April. This has ceased all trespass and vandalism events. Each class has a power monitor to encourage better power usage. The school's old air-conditioning units are gradually being replaced with new power-efficient models. The school is working with the P&C to investigate a recycling collection scheme for bottles, cans and popper boxes.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	216,286	201,456	179,230
Water (kL)	7,413	13,830	6,920

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	
<input type="text" value="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

Teaching staff at the school includes primary school teachers, special education teachers for the primary school and special education teachers for the Early Childhood Development Program as well as teacher aides for these allocations. The school is also a base school for specialist Advisory Teachers for Deaf and Hard of Hearing (AT-DHH), Advisory Teachers for Physical Impairment (AT- PI) and staff for the Auslan Project which includes the Regional Auslan Coach (RAC). The RAC also manages and supervises Auslan Language Mentors (ALMs) and Teacher Aides: Auslan Interpreters. Two teachers are also based at James Cook University and work with ACT for Kids to support children.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	26	27	<5
Full-time equivalents	24	16	<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	4
Graduate Diploma etc.*	6
Bachelor degree	32
Diploma	10
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 \$ 20 141.76.

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2018 was \$20 141.76.

The cost centres were:

Professional Development (general) \$ 7 614.22

Professional Development Advisory Teachers Deaf and Hard of Hearing \$ 4 516.

Professional Development Auslan Special Education Program \$ 2 692.58

Professional Development Auslan Early Childhood Development Program \$ 449.96

Professional Development Mentoring Beginning Teachers \$ 4 869.00

The major professional development initiatives are as follows:

- Professional development linked to the Annual Implementation Plan
- Collaborative Inquiry Cycles – Problems of Practice using the inquiry Cycle
- The teaching of reading
- The teaching of writing
- Colourful Semantics OLEY/Polley: Oral Language in the Early Years
- YuMi Deadly Maths
- Vincent State School pedagogical framework
- Beginning Teacher Mentoring
- Weekly mentoring and coaching of all primary school class and program teachers
- Auslan, deaf and hard of hearing, and sign language assessment
- A wide range of disabilities education, training and professional development, including Nationally Consistent Collection of Data
- Understanding Autism Spectrum Disorder (A different Way of Thinking, Learning & Managing Emotions For Student With ASD
- Various trauma training: Classroom Strategies for Students with Trauma, Trauma Informed Early Childhood Educators, Strategies For Managing Trauma
- Classroom Strategies for Students with Anxiety
- Social moderation of teacher judgments
- English as an Additional Language or Dialect, including Assessing Writing Bandscales with Writing Sample Workshops
- Positive Behaviour for Learning
- Committees, including 2018 Writing Framework Project, Connectedness, Wellbeing and others
- Restorative Practices
- Managing Actual and Potential Physical Aggression (MAPA)
- Various Indigenous education training
- 2018 HOSES State Conference
- 2018 Principals' State Conference
- Teaching using the Australian Curriculum

All staff members are provided with many different opportunities to participate, and/or facilitate and/or lead costed or in-kind 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.	96%	95%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Whole-School Summary Student Assessment – Improvement in Students Achieving an A, B or C (%) (No. of students in brackets) Source: OneSchool												
Year	2018	2018	2017	2017	2016	2016	2015	2015	2014	2014	2013	2013
Semester	2	1	2	1	2	1	2	1	2	1	2	1
A-C% Target	80%	80%	80%	80%	75%	75%	70%	70%	70%	none	none	none
English: All students	84%	78.5%	71.8%	82.5%	80.8%	77.7%	83.5%	75.7%	67.7%	48.6%	52.2%	41.3%
English: Indigenous	81.5%	76.9%	68.6%	82.5%	77.6%	72.4%	75%	69.5%	58.2%	42.6%	42.8%	30.8%
YMDMaths: All students	85.7%	83.6%	78.3%	83%	82.9%	76.6%	78.7%	77.7%	68.6%	56.1%	59.7%	59.3%
YMDMaths: Indigenous	82.6%	81.6%	75.2%	80.8%	80.7%	71.8%	70.5%	74.7%	64.3%	49.4%	52.8%	56.3%
Science: All students	79.9%	83%	78.8%	84%	78.2%	79.1%	78.7%	71.4%	59.8%	57.4%	72.6%	65.8%
Science: Indigenous	78.8%	80.8%	77%	79%	74.5%	74.5%	71.8%	63.4%	52.9%	50%	64.8%	62.8%
All subjects: All students	76.6% (147)	83.7% (150)	77.1% (141)	82% (125)	87.8% (136)	84.4% (142)	83.4% (129)	74.5% (111)	66.1% (122)	61.8% (133)	63.6% (135)	(152)
All subjects: Indigenous	75% (116)	83.1% (119)	75.6% (107)	80.7% (87)	86.2% (94)	81.9% (100)	79.3% (77)	70% (65)	62.4% (68)	55% (75)	58.9% (71)	(78)

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	85%	83%	83%
Attendance rate for Indigenous** students at this school	83%	80%	82%

* 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

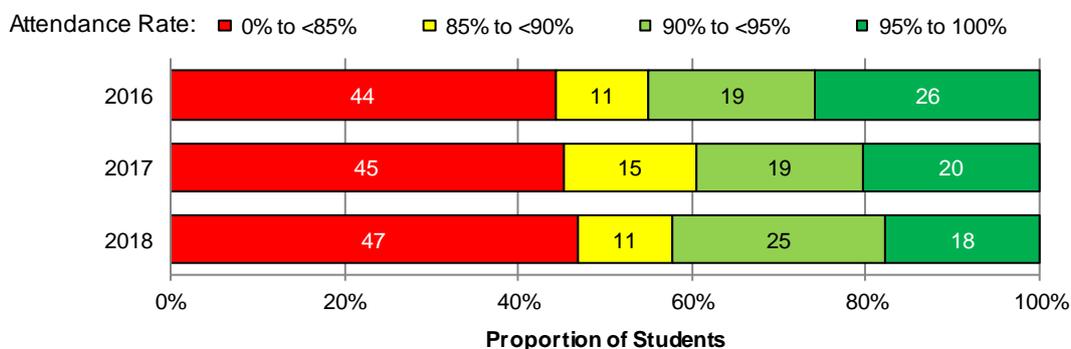
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	87%	84%	79%	Year 7			
Year 1	82%	82%	81%	Year 8			
Year 2	86%	83%	84%	Year 9			
Year 3	81%	82%	81%	Year 10			
Year 4	89%	80%	85%	Year 11			
Year 5	81%	87%	87%	Year 12			
Year 6	89%	84%	90%				

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.

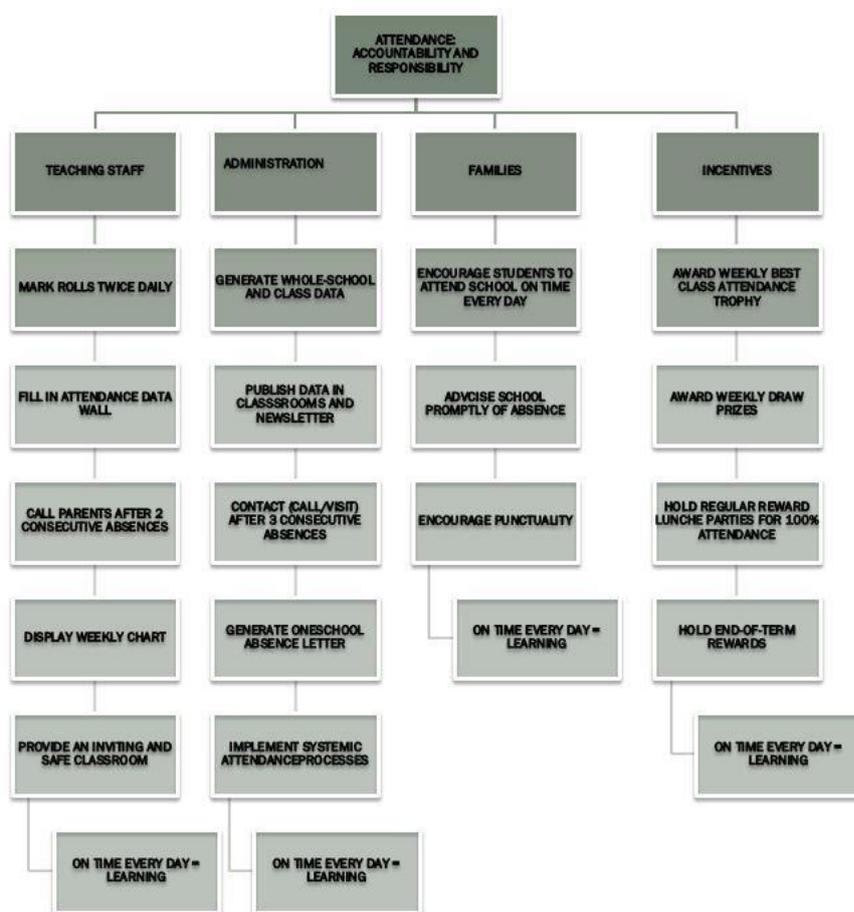
Student attendance distribution

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.



Since Term 3, 2014, we have developed, implemented and embedded our ‘Attendance Accountabilities and Responsibilities’ plan with school-funded strategies. The school funds a Community Liaison Officer to lead this plan.

In summary, the main focus is to move Amber students (85% - 90%) to Green (90% and above) and Light Green students (90% – 95%) to Dark Green (95% and above), with interventions for Red students (below 85%). This occurs with whole-school five-week Short Term Data Cycles - a very intensive process that requires in-depth knowledge of all our students and their circumstances and documenting this on a confidential chart. This is especially important due to the high rate of student mobility.

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](http://www.myschool.edu.au) 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.