Introduction

Welcome to Burpengary State School. Established in 1876, we have a long history of excellent service in the local community. We are one of Queensland’s larger co-educational primary schools, with an enrolment of 1002 in 2013.

This is a school where our parents described the teaching as “rigorous and purposeful” during our Quadrennial School Review. The School Annual Report provides the Queensland Department of Education Training and Employment, the school and the wider community with important data and commentary that allows the reader to gain an insight and understanding of the school’s Mission “that all learners will learn through a quality P-7 education”.

Information within includes -
1. Our long and proud history of high performance in reading, writing, spelling, grammar and punctuation and numeracy results for Years 3, 5 and 7 children on the National Assessment Program – Literacy and Numeracy (NAPLAN), which improved again in 2013.
2. A profile of our school including enrolments, attendance rates, class sizes and behaviour data.
3. A profile of our diverse curriculum offerings.
4. School climate, and student, parent and staff satisfaction levels with various school indicators.
5. Staff composition, attendance rate, and professional development profile (including annual expenditure on and teacher participation in professional development).
6. School income sources from the MySchool website.

Enjoy the read: we are proud of our achievements, and excited by our program of continuous school improvement.

Brad Fox
Principal

School progress towards its goals in 2013

1. The implementation of the Australian Curriculum in English, Mathematics, and Science required a review of Burpengary’s whole-school curriculum programs, and teacher practice (pedagogy). Professional learning and collaborative team work underpin this transition, driven by a focussed Performance Development Framework (PDF) to support staff development. All teaching staff, including teacher aides, have engaged in professional development during 2013.

Reading was the school’s priority focus during 2013, and will continue throughout 2014. Quality professional development, followed by targeted teacher implementation, and reviewed by focused evaluative conversations with the Principal through our DPF, continues to enhance practice, pedagogy and student performance in this area.
2. A suite of policy documents developed in 2012 form the strong foundations for aligned and consistent innovation at Burpengary. These were enhanced by the whole school Learning Engagement Framework (2013) to provide a suite of aligned policies that provide a consistent framework for enhanced pedagogy and differentiation, as well as targeted interventions in classrooms to support quality student learning for all of our students.

3. Our futuristic model for Information, Communication and Technologies (ICT) embraces the concept of personalised devices, and the concept of “any time, any place” access for students to engage with technology in learning. Now with improved band width and wireless networking throughout the school, technology is ready in the time and place when teachers need it to support classroom learning. Two classroom computer laboratories, class sets of mobile laptops, large monitors, digital microscopes, smart boards, listening posts, iPads and the school radio system provide our children with a variety of conventional and innovative ICT experiences.

4. The Academically Talented program continued to consolidate, with school-based assessment data, NAPLAN tests and standardised ACER tests employed to identify a class of children at each year level from Year 3 to Year 7. These classes undertook core learning curriculum in English, Mathematics, Science, History, HPE, LOTE (Japanese), Technology, and the Arts in greater depth and detail, as well as a range of other enrichment and extension activities.

5. Facilities wise, the school continued to see innovation and service improvement. 2013 saw extensive internal and external painting, and new carpets throughout two blocks. A full, on-site Out Of School Hours Care (OSHC) service (including Vacation Care) has grown quickly to average 30 before-school students, and 45 after-school students by the end of the year. These numbers continue to grow slowly during each year.

6. The Kitchen/Garden aspect of the school Life Skills program saw continued growth and strong support from volunteers and community partnerships. This has enabled the cookery and garden program to be fully operational throughout 2013, aligned to the Australian Curriculum, enhancing the quality of the educational experience for children. A 2013 improvement was the addition of a class set of bikes to help advance the fulfilment of our aspirations that the Life Skills program extends to include bike repairs, and later to small engines beyond that.

**Future outlook**

Following a community consultation process, the development our exciting blueprint for continuous school improvement for the next four years, our School Strategic Plan 2013 to 2016, is well under way and achieving great benchmarks and milestones already.

The school’s Strategic Plan 2013-16 aligns with Education Queensland’s strategic plan, and provides direction to the school in five main areas –

1. **School and community partnerships**: A priority for 2013 was commencing the Getting Ready For Secondary School (GR4SS) process to inform our school and coalition practices to see a seamless transition of Year 6 and 7 students into high school in 2015. This will continue throughout 2014. Our school is working collaboratively with our cluster on a Literacy Forum to enhance cluster-wide pedagogical practices for developing quality reading and comprehension for all students.

2. **School curriculum**: The roll out and embedding of the Australian Curriculum will continue to be the focus of energy towards curriculum, teaching and learning, with extensive continuous professional development, and ongoing collaborative staff effort to meet the challenge. We aim to ensure that at Burpengary we embed the Australian Curriculum beyond content into innovative curriculum, teaching and learning best practice. The development of whole-school programs combined with extensive professional learning that is monitored by an evaluative Performance Development Framework ensures consistency and quality assurance during this process.

3. **Teaching practice**: Great developments have occurred already and will continue to improve over the next three years as we embed the effective use of data, research, evidence-based pedagogy and reflective practice to inform and respond to diverse student learning needs. High quality teaching focused on the achievement of every student is continuously developed through a whole school pedagogical framework based on Robert Marzano’s research-based Art and Science of Teaching (2007).

4. **Principal leadership and school capability**: Our work over the next three years will embed a positive culture of learning, collaboration, professionalism, acknowledgement and celebration. Instructional leadership at Burpengary will continue to develop high performing individuals and teams who use data effectively to focus our teaching, measure student learning and evaluate our performance, with an unrelenting focus on improvement through developing staff and student capability.

5. **School infrastructure**: We have added a site-based, fifth priority of developing an aligned and innovative 10-year facilities program for Burpengary State School. Planning for a major new community sports hall facility continues with key networks being established to formalise partnership agreements between the three tiers of Government, Sport Agencies, commercial business partners and our school. Digital infrastructure will continue to build on “any time-any place” to support student learning inside and outside of classrooms. A planned sequence of block renovations will transform and rejuvenate student learning spaces throughout the next decade.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2013: Prep Year - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1025</td>
<td>507</td>
<td>518</td>
<td>92%</td>
</tr>
<tr>
<td>2012</td>
<td>1013</td>
<td>501</td>
<td>512</td>
<td>95%</td>
</tr>
<tr>
<td>2013</td>
<td>1002</td>
<td>493</td>
<td>509</td>
<td>94%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Located in the midst of a Northern growth corridor from Brisbane, and accessible by electric rail to the city, the Burpengary area attracts young working families, many of whom are dual working families. The MySchool ICSEA rating “jumped” from 967 to 997.

Our school community resides within greater Moreton Bay Regional Council and is one of the fastest growing areas in the country. Australian Bureau of Statistics data indicates that 20% of our community are born overseas, and the vast majority of these are from United Kingdom (7%) or Oceania (5%).

49% of the population are couples with children (Australian average = 45%); 17.5% single parent or other families (Australian average = 18.6%); and 83% of whom live in detached houses (Australian average = 76%).

90% of the population are employed in private sector jobs; 38% work in manufacturing and construction; 29% work in wholesale, retail and finance; 17% work in education, health and community services; and 16% work in professional and managerial areas.

Our families have aspirations for themselves and their children through education, and Burpengary State School is the school of first choice in the local community to deliver a quality Prep to Year 7 education for their children.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>25</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>N/A</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>40</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>4</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

The Australian Curriculum defines our studies in the core area of English, Mathematics, Science and History, with Geography coming on line in 2014. The Queensland Curriculum, Assessment and Reporting Framework defines the curriculum in HPE, the Arts, LOTE (Japanese), Studies of Society and Environment, and Technology.

Music education provided by qualified Music teachers is taught from Prep to Year 7. The developing musicality of the children is reflected in the high quality of candidates for the school’s Instrumental Music Program. Singing is integral to the classroom Music program and the school’s Choral program provides children with performance opportunities as members of the school’s choirs.

Qualified Physical Education staff provide Prep to Year 7 children with a rich program of skill development, game knowledge and age appropriate movement studies.

A Life Skills program engages children from Prep to Year 7 with extra-curricular activities, with Year 4 and 5 students undertaking a full Stephanie Alexander Kitchen/Garden Program integrated within the Australian Curriculum. This program is supported by extensive garden spaces, a chook pen and a full working kitchen classroom, with a quality specialist teacher aided by generous volunteers.

Academically talented children are identified from Year 3 to enter the Academically Talented classes. Children complete Education Queensland’s core curriculum in all eight learning areas as well as enrichment curriculum activities. Their education is provided totally in a class of their academic equals.

The Learning Support Program in Years Prep-7 allows children to access specialised, targeted Literacy and Numeracy in-class support. A majority of our 1000+ students will access this program during an academic year. Because we know each individual student’s capability, those students who require skill development in a specific area will be grouped together for 30 minutes per day in 5-week blocks with specialised, targeted support to learn/master a focus skill. Students across the spectrum access the program, including students in the upper two bands of NAPLAN receiving support to learn where their identified learning needs are.

The Prep – Year 1 classes access systematic Oral Language and Communication programs, and if needed, specialist speech pathologist intervention.

Extra curricula activities

Cultural Activities:

- Bi-Ennial Arts Concert (September)
- Music Evenings featuring Choirs and Instrumental Music Students
- Fanfare
- MusicFest
- Public Speaking and Debating Competitions
- L.O.T.E. Speaking competition
- Instrumental Music Workshops for extension work
- Caboolture Libraries Writing competitions
- Student Council initiatives
- Life Skills Program
- Book Club to promote personal reading
- Library monitor program
- Study Tours to Japan every second year
- Study groups from Japan visit annually.

Physical Activities:

- After School programs offered in following -
  - Active After Schools Program (Commonwealth funded)
  - Soccer (Brisbane ROAR)
  - Auskick (Brisbane Lions)
  - Rugby League (N.R.L. Development Centre)
- Sport carnival days in Term 2 and 3 involving local Cluster primary schools
- Year level games and sports programs
- AFL Cup and Rugby League competitions (girls and boys)
- Touch football competitions (boys and girls).
- Netball - Mission Foods Cup (girls)
Our school at a glance

How Information and Communication Technologies are used to assist learning

Our futuristic model for Information, Communication and Technologies (ICT) embraces the concepts of **personalised devices** and "**any time, any place**" access for students to engage with technology in learning. The school’s philosophy in this important area of learning is underscored by the belief that ICT use must be age appropriate and that it must "**value add**" to the learning processes. Being a core component of the Australian Curriculum across all Learning Areas, ICT use extends from Prep to Year 7 and uses a variety of hardware and software.

2013 saw the upgrading of infrastructure and hardware combined with teacher professional development. Digital listening posts, sitting beside large monitors, class sets of laptops and wireless networking, digital microscopes, digital cameras, computer laboratories, smart boards, networked classrooms and the school radio system to provide our children with a variety of conventional and innovative ICT experiences.

The school has two networked computer laboratories (60 machines), computer pods and class sets of laptops in both Senior and Junior Libraries, and classrooms with desktop pods in number of Year 1-7 classrooms.

Social climate

All learning at Burpengary State School is founded on high expectations, and student behavior is no exception. We believe that an engaging curriculum that differentially meets students' needs, promotes student learning and minimises the occurrence of disengaged and challenging behaviours.

The school has very effective behaviour management processes both within and outside of classrooms. These management processes, combined with the purposeful and explicit, school-wide teaching of appropriate behaviour, and extensive classroom and whole-school Citizenship Awards incentives, help generate a positive atmosphere of learning and respect. The school’s Responsible Behaviour Plan has been developed in partnership with the P&C and approved by Education Queensland.

The school has established strategies to appropriately manage the large number of young children on this site. There are designated playground areas for the Preparatory and Year 1 children, Year 2 and 3 children, and Year 4 and 5 children, and Year 6 and 7 students. Children's out of class activities and play occurs with children either of age or within a limited age spread. This has ensured that the children can play with other children of similar mobility, size and interests making for a safer, more supportive environment.

Our school has no tolerance for bullying. We have a range of effective strategies for preventing issues in the first instance, and then responding to bullying, including cyber-bullying, should it occur. Our 2013 School Opinion Survey results show that 93% of students report that they feel safe at Burpengary State School.

The warmth of our supportive school climate is enhanced by the services of our part-time Chaplain. Our Chaplain is available at lunch breaks to interact with children through games, craft activities and the arts, as well as working with individual or small groups of students in support, social skills and/or resilience programs during class time.
Parents/carers overwhelmingly support the school, its policies and its practices. The school’s Mission “that all learners will learn through a quality P-7 education” is reflected daily in classrooms.

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>91%</td>
<td>94%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>their child’s learning needs are being met at this school* (S2003)</td>
<td>91%</td>
<td>94%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>88%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>88%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>91%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>84%</td>
<td>94%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>82%</td>
<td>94%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>100%</td>
<td>97%</td>
</tr>
</tbody>
</table>

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>90%</td>
<td>98%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>72%</td>
<td>92%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>83%</td>
<td>93%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>90%</td>
<td>94%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>80%</td>
<td>82%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>77%</td>
<td>88%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>62%</td>
<td>74%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>89%</td>
<td>91%</td>
</tr>
</tbody>
</table>
### Our school at a glance

<table>
<thead>
<tr>
<th>Statement</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>89%</td>
<td>92%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>82%</td>
<td>90%</td>
</tr>
</tbody>
</table>

#### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree that:</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>99%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>99%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>89%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>99%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>99%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>88%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>95%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>89%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>97%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>99%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>97%</td>
</tr>
</tbody>
</table>

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

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

DW = Data withheld to ensure confidentiality.
Involving parents in their child’s education

The co-operative relationship between school and home is a major reason for the success of the school. Parent support is evidenced by the manner in which they present their children for school, their support for the school’s homework policies, their support for school fundraising initiatives, their participation in consultative parent groups e.g. Community Forums, Parent/Administration Monthly Meeting, Parents and Citizens Association, and the School Council, as well as focus groups e.g. Fete, Fundraising Committee and Tuckshop.

No P&C Association monthly meeting has ever been cancelled due to a lack of a quorum in 19 years. The Association has always had a energetic Executive and has been active in the development of school facilities (e.g. the P&C Building and Water Conservation projects), in the provision of services e.g. the support of children’s learning and curriculum resourcing. Monthly P&C meetings over the last three years have had between 10 and 28 attendees.

Parents/carers have a broad array of opportunities to be involved in their child’s education. While the school reports to families four times per year on the child’s progress, weekly newsletters keep parents/carers fully advised on school activities, the children’s achievements, items of interest to families and reports from School Council and the Parents and Citizens Association’s many activities. The school conducts formal parent/teacher interviews in March and September, and interviews can be arranged with Report Cards in June and December.

The school’s excursions, Kitchen/Garden program, swimming program, Sports Days, and Instrumental Music performances all require parental support and able volunteers to provide extra supervision and care for the children. Parents/carers are also very evident in the Junior School classrooms assisting with gross motor activities, reading groups, homework centres or conducting the Religious Education program.

Every November, the school recognises the hundreds of parent/carer/community volunteers with a special Afternoon Tea and gift ceremony.

Reducing the school’s environmental footprint

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

Burpengary State School continues to monitor our environmental footprint and grow citizens with a deep knowledge and ethic for conserving our environment. We have improved water consumption considerably, and know that we can go even further to reduce consumption in this area by connecting our toilets to stored water already available in the school. We focussed our strategies on minimising power consumption during 2013, in an environment where technology and contemporary classroom requirements demand higher usage.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>181,053</td>
<td>4,199</td>
</tr>
<tr>
<td>2011-2012</td>
<td>177,014</td>
<td>3,249</td>
</tr>
<tr>
<td>2012-2013</td>
<td>196,771</td>
<td>2,237</td>
</tr>
</tbody>
</table>

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2013 Workforce Composition</th>
<th>Teaching Staff *</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>65</td>
<td>28</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>58</td>
<td>19</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>45</td>
</tr>
<tr>
<td>Graduate Diploma etc.</td>
<td>9</td>
</tr>
<tr>
<td>Masters</td>
<td>7</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>64</td>
</tr>
</tbody>
</table>

* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $38,000.

The major professional development initiatives are as follows: Australian Curriculum; Reading, and Assessment.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2013 school year.
School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector: Government
Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
</tr>
</tbody>
</table>

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

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>92%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>92%</td>
<td>91%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>2012</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>2013</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>12</td>
<td>10</td>
<td>26</td>
<td>53</td>
</tr>
<tr>
<td>2012</td>
<td>12</td>
<td>13</td>
<td>29</td>
<td>45</td>
</tr>
<tr>
<td>2011</td>
<td>11</td>
<td>14</td>
<td>30</td>
<td>46</td>
</tr>
</tbody>
</table>

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

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Positive messages about the relationship between attendance and performance, the values of resilience and hard work, and the inherent enjoyment that comes from genuine learning permeate our daily practices, classrooms, parades and conversations. Citizenship Awards receive a Gold Principal’s Award if the student's attendance is above 95% for each Term.

Class rolls are marked at 8.55am and 2.00pm daily. Any absence requires explanation as all children (Years 1-7) are of compulsory school age. Notes and phone messages are acknowledged in the class rolls in the OneSchool database. All notes are filed for 12 months. Class teachers follow-up individual unexplained absences and the Deputy Principals phone on an absence which causes concern. The Principal does write to families whose children have unsatisfactory attendance or a number of unauthorised absences. Education Queensland’s legal process will be enacted if necessary.
Performance of our students

**National Assessment Program – Literacy and Numeracy (NAPLAN) results** – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following ‘Find a school’ text box.

Where it says *Search by school name*, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the *Terms of Use* and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

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**Achievement – Closing the Gap**

All students are expected to meet high expectations of academic performance and behaviour, and consequently our school data for Indigenous students shows performance similar to the school cohort. Key indicators including attendance and in general, academic performance indicators parallel the general cohort. The school’s individual attention to student needs ensures that all students’ needs are met and attended to whenever they require support.