



Wamuran State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



Contact Information

Postal address:	1066-1086 D'Aguilar Highway Wamuran 4512
Phone:	(07) 5429 9444
Fax:	(07) 5429 9400
Email:	principal@wamuranss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Susan Clement Principal

School Overview

Our Learning Place, Our Growing Space'. As our vision suggests, there is a very strong sense of community spirit existing within the Wamuran community in which our school plays a vital role. We are committed to achieving the best educational outcomes for every student. Classroom teaching programs are balanced and innovative, while still ensuring a focus is maintained on literacy and numeracy. Technology is valued and integrated within the curriculum to engage and enhance learning experiences for students. Our students participate in a wide variety of sporting activities. We foster a safe and supportive environment in which we have in collaboration with the community, developed our school values which incorporate the feeling of belonging, success at all stages, caring for self, others and the environment, and the love of learning. Parents are valued and are encouraged to become actively involved in the school, with our P and C Association fostering cohesion within the school community and providing the advice and additional resources critical to our success.

At Wamuran State School we value:

- Caring for self, others and the environment
- The feeling of belonging
- Love of learning
- Success of all stages

Wamuran State School prides itself on the strong community links with numerous bodies including the neighbouring schools, especially Woodford State School our base for our HOSES (Head of Special Education Services) and Guidance Officer, Guidance Officer: Intensive Behaviour, Caboolture Early Years Centre, Speech Language Pathologist, NASHOS, The LIONS Club Wamuran, Wamuran Hall Committee, Tullawong State High School and QUT Caboolture.

Our Support Teacher (Literacy and Numeracy) / Literacy Coach, conducts parent information and training sessions on reading and comprehension, sessions are delivered both during the day and in the evening in support of the varied needs of families. Our Guidance Officer: Intensive Behaviour conducts parent sessions during the year. The program offered in 123 Magic. Our Speech Language Pathologist present parent information sessions as well as assessing students and provides speech programs for both school and home implementation. Parent interviews are held to inform parents of their child's individual program.

Wamuran Student Support Team meets weekly with teachers to plan support for students and offers parents a range of pathways to support the diverse needs of our students.

Principal's Foreword



Introduction

The intent of this report is to provide parents and the community with a set of information that is common for all state and non-state schools in Queensland. It provides an overview of the highlights and success for Wamuran State School during 2017. This report includes information about:

- Our school's progress towards its 2017 goals
- The key areas which have been identified for improvement in 2018 school year
- Our school profile
- Student performance

We take pride in the work of the students and staff at Wamuran State School and trust you will find this report informative. If you would like to discuss this report further please contact the school.

School Progress towards its goals in 2017

Focus Areas in 2017	Actions successfully undertaken to address focus areas
Developing a safe and collaborative culture to promote learning and consistency so that no child is left behind.	<ul style="list-style-type: none"> • All staff participated in whole staff professional learning with Gavin Grift and engaged in a Professional Learning Team • Professional Learning Teams meet regularly to address common issues regarding the curriculum, assessment, instruction and the achievement of all students.
Improve student achievement in English, Mathematics and Science	<ul style="list-style-type: none"> • All teaching staff have completed the online learning modules around differentiation (Learning Place "How to access learning and used evidence to differentiate") • We have increased the pass rate for English, Mathematics and Science • Developed and implemented a shared understanding of processes around the consistency of judgements of A-E standards • Back to Front Maths and problem solving in maths professional development • Continued to Implement observation and feedback rounds targeting pedagogical practice • The Writing Professional Learning Team have collaboratively developed a whole school writing plan, that focuses on engaging students, improving results and a consistent whole school approach to writing • Identified students with speech language difficulties

	<ul style="list-style-type: none"> • Implemented 'Talking 4 Reading' a 10 week home oral language program for Prep Students • OLLIE Home Reading Program embedded across Prep to Year 2
Engage students and parents as partners	<ul style="list-style-type: none"> • Provided parent sessions regarding oral language and reading • Created a Professional Learning Team to develop a whole school approach around parent engagement in learning.

Future Outlook

Focus Areas in 2018	Actions to be undertaken
Establish an instructional leadership model for all school leaders.	<ul style="list-style-type: none"> • Clearly define roles, responsibilities and accountabilities of all team members. • Clearly communicate the roles and responsibilities with the school community. • Embed Positive Behaviour for Learning practices across the school. • Parent and Student Engagement Team to continue to implement a whole school approach to parent engagement in learning.
Improving student outcomes in English, Mathematics and Science.	<ul style="list-style-type: none"> • Maintain whole school curriculum plan and deepen teachers understanding of the Australian Curriculum • Update the whole school assessment schedule to include a broad range of assessment tools • Implement Early Start testing in Prep • Support students to be confident problem solvers in Mathematics • Implement the Show Me Quest across the whole school (Number Diagnostic) • Implement the moderation cycle utilising the Professional Learning Team structure that has been established throughout the school
Improve student outcomes in reading and writing.	<ul style="list-style-type: none"> • Present Oral Language workshop to parents of Prep and pre-Prep students • All Prep students to engage in Talking 4 Reading a take home oral language program. • Speech Language Pathologist to pre and post screen students in Prep • Continue to implement the OLLIE home reading program P-2 • Introduce Reading 4 Life in Years 3 – 6, a

	<p>home reading program based on research around students motivation to read and social collaboration</p> <ul style="list-style-type: none">• Embed a whole school approach to the teaching of writing using the inquiry cycle• Establish a consistent school-wide approach to goal setting and feedback• Develop end of term celebrations of learning that include sharing with families and the community the curriculum work that has been covered throughout the term.
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Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	340	155	185	18	91%
2016	316	146	170	17	91%
2017	300	130	170	15	88%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Wamuran State School provides education to primary age students from Prep to Year 6 and is located in semi-rural community within the Moreton Bay Region. Enrolled students are from Wamuran and surrounding suburbs including Delaney's Creek, Woodford, Bellmere and Caboolture. Wamuran State School has a diverse population including a small percentage of EALD and Indigenous students. Classes consisted of single and multi-age classes.

Our population is expected to grow steadily with a number of new housing estates under development and a growing number of students traveling from surrounding areas to attend our school. A new State School opened nearby in 2016 which has impacted on our student population. A second new school opened in 2017, which has also impacted on our student numbers.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	24	22
Year 4 – Year 6	25	28	24
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our curriculum has a central focus on developing literacy and numeracy across all key learning areas

- Teachers collaborated in year level teams to plan and implement units of work
- A Whole School Curriculum Plan based on Australian Curriculum, and the P-12 Curriculum Assessment and Reporting framework outlines what is to be taught and when
- A Positive Behaviour for Learning (PBL) structure is enacted across the school, which supports our Responsible Behaviour Plan.
- Special Education Program (SEP) provided special education programs and inclusive education, providing adjustments within the teaching and learning environment.
- Talking 4 Reading – a 10 week Prep take home oral language program
- OLLIE (Outstanding Literacy Learning Inspires Everyone) Home Reading Program – Prep – Year 2 supported early literacy development
- Gradual Release of Responsibility model was consistently used by teachers to teach Reading Comprehension
- Professional teams worked together to cater for our students' needs,
- Teachers moderated with Like Schools
- Wamuran Earth Protectors (WEP) established, activities inclusive of Tree Planting on school site and in the community, Clean Up Australia Day, Nude Food Days, Eco Marines, daily Recycling and provided curriculum lesson plans
- Specialist programs were provided for Physical Education and Music
- Chinese language instruction was provided for students in Years 5 and 6

Co-curricular Activities

Wamuran State School encourages children to participate in a wide variety of programs in addition to the regular curriculum.

Activities offered in 2017 include:

- Awards Night combined with Music Recital – 2018 School Leaders announced
- Art Program to develop social emotional well-being co-ordinated by GOIB (Guidance Officer for Intensive Behaviour)
- Gymnastics provided by Dance Fever Company –Term Three
- Instrumental music program, including interschool workshops and performance in the Queen St Mall
- Leadership opportunities–Year Six students: School Leaders, Sport Captains, School Council Volunteers and Wamuran Earth Protectors –Leadership opportunity for students in Years five and six
- Chappy Fundraising Days – Crazy Hair Days, State of Origin
- Tangalooma Experience - Wamuran Earth Protectors (Leaders)
- Literacy: Book Fairs, Author visit, Book Week, Simultaneous Story Time.
- Under 8's Day/Recycle Romp – Prep-Year 2 with invited guests Kids Capers and siblings of current students
- Sport: Cross Country, Athletics, Swimming, Swimming Carnival. Many students obtained personal success in these events and proceeded to District and Regional level
- Beach Safety Program/Surf Skills –Bribie Island Year Five and Six
- Interschool sporting program – Gala Days
- Easter Bonnet Parade – Prep to Year Six
- ANZAC Day Service – Prep to Year 6 on site
- Community Remembrance Day in local NASHOS Park Year Four to Six in attendance with School Leaders as guest speakers, assisting with community ANZAC Day event
- QUT Days of Excellence at Tullawong State High School
- Pathway, Explore Uni Open Days
- Day For Daniel, including Denise and Bruce Morcombe visit.
- Harmony Day/Say No to Bullying
- Discos – Student Council organised fund raisers
- School Camping Program from Year Three to Six
- Annual Arts Showcase – Community event and fundraiser for Chappy: Prep to Year 6

- Drumbeat
- Life Education
- Life Education “Let’s Talk About It”
- Robotics
- External providers of sport – AFL and Brisbane ROAR
- Excursions, including: Australia Zoo, Queensland Zoo, Wamuran Historical Visitors Centre, Sea Life, Redcliffe Theatre.
- Sporting Schools – lunchtime netball, softball, soccer and rugby league.

How Information and Communication Technologies are used to Assist Learning

We recognise that our students grow up surrounded by and using ICT. Robotics sessions culminate in an inter school team challenge. We continue to systematically improve our capacity to teach, learn and manage the curriculum through ICT. Classroom teachers use a variety of approaches aimed at integrating ICT and engaging students e.g. movie making, animation, digital camera/video activities, web quests, internet, email projects and learning objects. All students have access both at school and home to Reading Eggs which is a web based reading program and Mathletics which is a web based maths program. SEP (Special Education Program) Teachers and SWD (Students With Disabilities) Teacher Aides utilise IPADs with our Students With Disabilities. LOTE (Language Other Than English) Teacher – {Chinese} students create PowerPoint presentations for their LOTE assessment. All classes now have access to an interactive whiteboard to enhance learning opportunities and access to an ever increasing bank of IPADs.

Computers are used for learning across year levels and across the curriculum. All students have access to both workstations in their classrooms and group access in the library – ICT Lab.

Social Climate

Overview

Wamuran State School has shown its ability to provide a safe and supportive environment for its students.

The school utilises a number of student support personnel forming our Student Support Team. The team is formulated to assist teachers and families with managing student needs and issues.

The team includes

- Special Education Teacher
- Support Teacher (Literacy and Numeracy)
- Guidance Officer
- Guidance Officer: Intensive Behaviour
- Speech Language Pathologist
- Head of Special Education
- Principal
- Deputy Principal

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours preventing problem behaviours and responding to unacceptable behaviour. Whole school programs including Positive Behaviour for Learning (PBL) promote behavioural, emotional and social success. Students’ positive behaviour is recognised through student of the week, postcards, Gotchas, gold pass day and pristine green day. All students participate in Anti-Bullying Day, Harmony Day, Day for Daniel and Disability Awareness Day.

Other positive programs include our school Leadership Program (Y6), Life Education (Prep to Y6). The School Chaplaincy program, the Guidance Officer and Guidance Officer for Intensive Behaviour provide support for parents, staff and students.

The school opinion survey shows that 89% of parents believe that their child likes being at this school. 86% of parents feel that their child feels safe at this school. 95% of students like being at school and 93% feel they can talk to their teacher if they have a concern.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	85%	84%	79%
this is a good school (S2035)	90%	100%	71%
their child likes being at this school* (S2001)	90%	95%	89%
their child feels safe at this school* (S2002)	90%	95%	86%
their child's learning needs are being met at this school* (S2003)	75%	90%	75%
their child is making good progress at this school* (S2004)	75%	75%	75%
teachers at this school expect their child to do his or her best* (S2005)	95%	95%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	86%	79%
teachers at this school motivate their child to learn* (S2007)	95%	70%	88%
teachers at this school treat students fairly* (S2008)	90%	85%	75%
they can talk to their child's teachers about their concerns* (S2009)	90%	86%	89%
this school works with them to support their child's learning* (S2010)	95%	95%	89%
this school takes parents' opinions seriously* (S2011)	63%	70%	73%
student behaviour is well managed at this school* (S2012)	60%	84%	57%
this school looks for ways to improve* (S2013)	89%	94%	79%
this school is well maintained* (S2014)	90%	95%	79%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	96%	97%
they like being at their school* (S2036)	88%	97%	95%
they feel safe at their school* (S2037)	87%	94%	86%
their teachers motivate them to learn* (S2038)	96%	99%	98%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	99%	95%
teachers treat students fairly at their school* (S2041)	78%	93%	82%
they can talk to their teachers about their concerns* (S2042)	81%	95%	93%
their school takes students' opinions seriously* (S2043)	94%	92%	85%
student behaviour is well managed at their school* (S2044)	69%	85%	76%
their school looks for ways to improve* (S2045)	100%	96%	94%
their school is well maintained* (S2046)	96%	97%	91%
their school gives them opportunities to do interesting things* (S2047)	99%	97%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	96%
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)	97%	97%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	90%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	93%	88%	74%
staff are well supported at their school (S2075)	93%	100%	89%
their school takes staff opinions seriously (S2076)	97%	100%	96%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	96%	100%	93%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

- Parenting Workshops: Behaviour (123 Magic)
- Assisting in the library, classrooms/excursions/camps
- Sporting events: Cross Country, Athletics & Swimming
- As members of the P&C & through P&C subcommittees (Tuckshop, Fund-raising, Biannual Country Fair, Uniform shop & Wamuran Out of School Hours Care)
- Supporting Chaplaincy programs, events and fundraisers
- Assisting with daily breakfast, supported by local doctors and Chaplaincy
- Parent workshops including but not limited to, Prep Information/School Readiness/Prep Orientation
- OLLIE Reading Program
- Parent teacher interviews early in Term 1 and late in Term 2 with Semester 1 Report Cards
- Parent/Teacher/Student reading conferences in Prep
- Under Eights' Week/Recycle Romp
- Year Six Graduation Committee/Fundraising activities
- Keep Australia Beautiful campaign – Clean Up Australia Day

Parents/carers are kept well informed through;

- Weekly communiqués
- Newsletters twice each term
- Class newsletters & meetings
- Telephone contact
- Email contact
- Text messaging
- Fortnightly parades
- School website
- Facebook
- QParents

- Email call outs and reminders of upcoming event
- Notes home
- Positive cards sent home
- Certificates given out at parade
- Changeable school sign to inform parents of dates & events

Scheduled meetings are held with parents and class teachers; and may also include Special Education Program teacher, HOSES (Head of Special Education Services), Guidance Officer, Guidance Officer: Intensive Behaviour, AVT (Advisory Visiting Teacher) Inclusive Curriculum - North Coast Region, Deputy Principal and Principal. Adjustments to the curriculum are made to assist students with diverse needs including social and emotional needs to access and participate fully at school. Individual Behaviour Support Plans are written in consultation with parents and reviewed regularly. Wamuran Support Team meets weekly – consisting of Support Teacher (Literacy and Numeracy) / Literacy Coach, Speech Pathologist, Special Education Program teacher, HOSES (Head of Special Education Services), Guidance Officer, Guidance Officer: Intensive Behaviour, Deputy Principal and Principal.

Respectful relationships programs

Wamuran State School is a safe and supportive school.

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

- The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.
- Life education: Prep to Six
- Daniel Morcombe units are taught and whole school participation in Daniel Morcombe Day
- Fun Friends Program: Early Years focus
- Individual social emotional programs with the Guidance Officers
- Wamuran State School access external agencies to support students and their families including but not limited to Caboolture Early Years Centre, MYCP (Managing Young Children Program), Moreton Aboriginal and Torres Strait Islander Community Health Service, (Caboolture and Morayfield), Dental Health Service, QUT Holiday Health Check Free Programs.
- Wamuran State School supports families to liaise with external agencies eg Occupational Therapist, Paediatrician, and Psychologist and facilitates the sharing of information.
- Emergency Services such as Queensland Ambulance Service, Queensland Police Service, and Rural Fire Service support as required and invited
- Chaplain
- Focus of the week at parade-Be respectful, Be safe, Be Positive, Be Responsible and lessons delivered by classroom teachers.
- Teacher and Teacher Aide Professional Development- Essential Skills, Annual Mandatory training
- Work Place Health and Safety Committee meets regularly and monitors facilities and well being
- Well-Being committee supports the Staff
- Student Council focus on the health and well-being of students and provide/organise activities in support of all students

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	72	45	43
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	1	1	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

As one of our Values "Caring for self, others and the environment" all students and staff use a variety of measures to reduce our environmental footprint. These include turning off lights, computers and other electrical equipment when leaving a room. Air conditioners are set to 24 degrees and only used when really required. Also the purchase of electrical items with efficient star ratings.

Wamuran State School continually sources ways and means to further reduce our school's carbon footprint and explore avenues in which we can reduce our water and power usage. The Wamuran Earth Protectors support this initiative. Water tanks and solar panels are in place at Wamuran State School.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	126,038	1,513
2015-2016	116,311	1,221
2016-2017	111,742	639

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

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 <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

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	24	19	<5
Full-time Equivalents	19	11	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	5
Bachelor degree	12
Diploma	4
Certificate	0

*Teaching staff includes School Leaders

**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 \$24 487.71

The major professional development initiatives are as follows:

- Business Manager – Learning Circles
- Regional Head of Curriculum – English and Mathematics
- Positive Behaviour for Learning Coach
- PBL Professional Development
- Seven Steps to Writing Success
- Robotics, Digital Technology
- Inclusive education
- Literacy Coach – mentoring with Gradual Release Model using instruction leadership framework
- Australian Curriculum and Moderation Cycle
- Graduate Teacher Mentoring Program including on site, attending Beginning Teachers Conference
- Professional Learning Teams
- NCCD

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	83%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

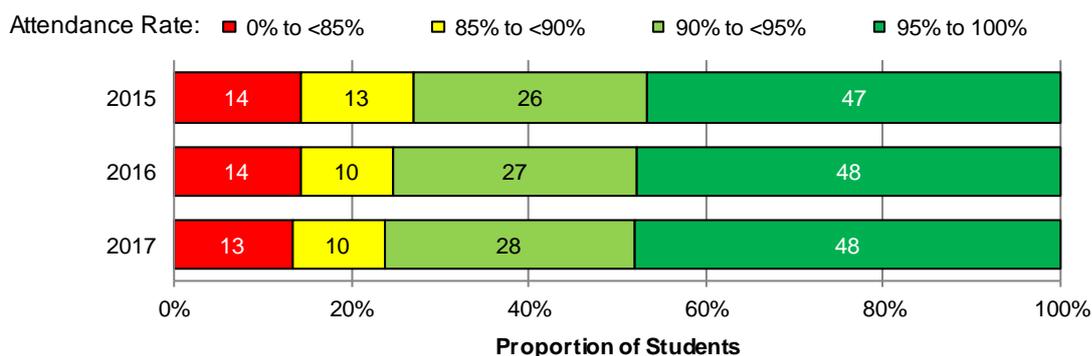
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	95%	91%	93%	93%	92%	93%						
2016	94%	91%	94%	93%	92%	91%	93%						
2017	93%	92%	92%	91%	94%	93%	92%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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.

- Same day absence text message for unexplained absences
- Older than 3 days unexplained absence text message (one/two times weekly)
- 3 consecutive days unexplained = teacher phone call. Left message = record contact in OS, call again daily. Spoke to carer and received explanation = update absence from unexplained
- Unexplained absence letters (OS) - twice a term

Teachers mark electronic rolls at the beginning of the day and in the afternoon session.

Administration Officer daily monitors the electronic roll marking to ensure all rolls are marked accurately and in a timely manner.

All students who are absent for part of a day must report to the office to receive a late/early slip. This is entered on OneSchool.

Parents are required to advise the school via the absence line or email as to why their students are absent.

Parents with students absent for more than 3 days with no explanation are rung by the classroom teacher to enquire why.

Unexplained absence letters are sent home regularly and entered in OneSchool upon return, Absences of more than 10 days are applied for via the exemption form.

Uncontactable parents of absent students are sent letters advising them of their obligation to ensure their child attends school - SMPR-017.

In addition Wamuran State School utilises the personal phone call approach, informal meetings and OneSchool monitoring (contact) as a proactive strategy to increase attendance.

Key strategies used to increase attendance:

- Pristine Green Day and Gold Pass Day – students with very good behaviour were rewarded with a range of activities. Pristine Green Behaviour students went off site for their activity. All activities are staged on the last day of term where practicable, in order to support school attendance.

- Sporting Schools – A range of different sporting activities are provided throughout the year during the lunchtime break. These are targeted at Year Four to Six students.
- Sporting Authorities e.g. Auskick deliver a user pay program at lunch breaks for all aged students Prep to Year Six.
- Brisbane Roar deliver a user pay program after school for all aged students Prep to Year Six.
- Library Resource Centre provides an open door policy at lunch breaks for students to play games, read, use the ICT Lab, craft and other activities. On Fridays a limited number of students enjoy movie day.

NAPLAN

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

Find a school

The screenshot shows a search interface with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode" below the first field.
- A section titled "Sector:" containing two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters at the bottom.

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion