



EDGE HILL STATE SCHOOL ANNUAL REPORT 2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
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Contact information



Postal address	PO Box 493H Edge Hill 4870
Phone	(07) 4037 9555
Fax	(07) 4032 1164
Email	principal@edgehillss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Paul Campbell, Principal.

School overview

Edge Hill State School has come to exemplify the potential of the state school system to promote innovation and excellence in education. Our pedagogical practices focus on the whole child, and we challenge and support them so they can grow into the leaders of tomorrow. Our 80-strong teaching team deliver a dynamic and engaging curriculum, particularly focussing on STEM, Languages, the Arts and Music, so that our students will have the technological grounding, creative skills, global awareness and confidence that they will need to navigate 21st century life.

Edge Hill has a long-established reputation for excellence. We are committed to best practice, evidence based teaching and learning; we have well developed and effective programs to enable individual student support; high-quality leadership; a collaborative approach to curriculum planning; value-adding partnerships with local high schools, businesses and community groups; an active and supportive P&C; a school council providing strategic oversight; great facilities; and a classroom culture of high expectations. Because of these things, the school is oversubscribed and consequently has an enrolment management plan in place.

STEM is a key focus area at Edge Hill. On top of their regular classroom lessons in Maths, Science and Technology, students visit our purpose-built STEM facilities (comprising a robotics room, 'lego-torium', electronics lab and open space innovation centre) for provocative self-directed and collaborative learning activities. STEM academy is an innovative after-school program providing additional opportunities for interested students to explore coding and other technology related areas.

Edge Hill students learn Japanese from their earliest days at school. In several year levels, a CLIL (Content and Language Integrated Learning) approach is taken, whereby in addition to their regular Japanese lessons, students learn another curriculum area, perhaps health or science, in Japanese. Our Japanese department is staffed by a combination of native and non-native Japanese teachers, and this year, 60 Year 5/6 students took the opportunity to travel to Japan for our biannual study tour.

Edge Hill's Music program is both broad and deep, providing exceptional opportunities for all and extending and challenging our most talented students. Children enjoy two music lessons a week, one delivering the regular music curriculum and the other with a specific focus on choral development. This grounding, provided to all students, is built upon in our excellent extra-curricular musical offerings. Edge Hill has over 150 students in its three choirs, and all perform in school events and compete and place in local competitions. Edge Hill's show choir currently holds the best-in-state title, after winning Education Queensland's Biannual Creative Generations Voices contest in 2017. 2018 saw the choir continue to enjoy success, competing in the Innisfail and Cairns Eisteddfod and being crowned the best school choir in the Far North.

Music Academy, an Edge Hill initiative designed to add extra depth to the school's choral and instrumental music programs, entered its second year of operation. One hundred young musicians receive extra tuition, supervised practice sessions and theory lessons one or two afternoons a week. The depth of musical knowledge and the practical skill of music academy students is boosting the performance of our already well-developed instrumental music program. Over 200 students learn brass, woodwind, percussion and orchestral string instruments at Edge Hill, and are in one of our five ensembles. Edge Hill's concert band and string orchestra are current winners of the local eisteddfod. 2018 has been a year of great development of the school's percussion ensemble, an energetic group of young musicians who show much dedication. This ensemble will be a force to be reckoned with in 2019 and beyond.

Our vision for whole-child development has led us to continue to expand our health and physical education offerings. Prep students engage in an age-appropriate, evidence based perceptual motor program where their physical skills and co-ordination are closely monitored and developed. 2018 saw the continued growth of our triathlon academy, now in its third year of operation, with 100 children training in the program each week and

competing in local competitions. Our netball development program has also continued to thrive, with the senior girls team again winning the district carnival. The year 4 cross curricular kitchen garden program had its third year of operation and children grew vegetables, learned about sustainability and prepared healthy meals. Our year 5 students learned road safety and fitness through the bike education program.

Our values clearly describe who we are, what we stand for, and how we will operate. We believe in the dignity of all, and so co-operate with one another, showing tolerance and valuing diversity and inclusion. We believe in our own self-worth and so are resilient in the face of discouragement, showing initiative and taking responsibility. We believe that learning is a life long endeavour and so develop in ourselves the skills and attitudes that will enable learning both today and well into the future. A schooling experience at Edge Hill is one which is rich and rewarding. Our students tell us that they love their school and we love creating an environment of challenge and support to enable them on their journey to become healthy and confident young Australians.

School progress towards its goals in 2018

2018 was an exciting year for Edge Hill State School, with success in many different aspects of the varied and rich programs in which our students engaged. It was extremely rewarding to see our students achieve in academic, sporting, musical and language pursuits and to have our parent community indicate an overwhelming level of satisfaction in school opinion surveys.

A selection of these highlights include:

- As an Independent Public School, using increased levels of autonomy to frame a curriculum that promotes learning that encourages the development of a 21st century skill set that enables our students to have the academic, global, cultural and social dispositions necessary to be successful lifelong learners.
 - Refined implementation of Coaching and Mentoring Program and Teacher Performance Review process.
 - A continued focus on Professional Learning Communities as a model for professional development, supported by mentors from the tertiary education sector. This year, our professional learning model continued our support of a group of teachers undertaking individual research projects in an area of personal interest.
 - Continued improved performance in national testing.
 - Implementation of the school's improvement agenda focused on developing teacher capacity through the work of specialist coaches in literacy, numeracy and STEM.
 - Expansion of the Master Teacher guided Proportional Reasoning program to foster problem solving skills
 - Further development of the CLIL Japanese program, this year involving years 1 and 2.
 - Ongoing review of whole school curriculum plan, monitoring and assessment framework.
 - Continued implementation of the Australian Curriculum through revision and adaptation of C2C units.
 - Continued growth of our International Student Program.
 - Expansion of the EHSS Year 4 cross-curricular Sustainable Kitchen Garden Program
 - Additional time allocation for school psychologist to support student wellbeing
 - Expansion of the Edge Hill State School Triathlon Academy with students competing in several local Triathlon events.
 - Expansion of the Edge Hill Music Academy, an extra-curricular afternoon program whereby 100 instrumental music students receive additional support and tuition, twice weekly.
 - Expansion of the Edge Hill STEM Academy, an extra-curricular afternoon program whereby 100 students have opportunity to expand their STEM understanding through coding and other technology related activities.
 - A fantastic Family Fete and extremely well attended Great Family Breakfast celebrating a terrific community working together.
 - Sporting and Musical success including our band, orchestra and choir winning the local eisteddfod.
 - Cementing of Sister School relationships with China through a video exchange program between classes and a study tour visit to our school.
- Improvement Agenda
- Improve writing outcomes for students by coaching teachers to enhance capability to teach writing and school wide consistent implementation of the EHSS Writing Essentials.
 - Improve reading outcomes for students through a focus on school wide consistent implementation of the EHSS Reading Essentials.
 - Improve numeracy outcomes for students through a school wide focus on explicit teaching of Problem Solving and Proportional Reasoning.
-

In 2018, Edge Hill had a its quadrennial review. The review was a positive experience for both teachers and the school leadership team. Key findings were:

- **The school's leadership and teaching teams are committed to improving learning and wellbeing outcomes for all students.**

The school seeks to develop the talents of all students through innovative practices, academic achievement, community engagement and ensuring that all staff are experts in their field. A clear focus on sustainability and global citizenship is apparent.

- **Staff members demonstrate a strong and authentic understanding that positive and caring relationships are at the heart of a successful school in which students thrive in their learning.**

Interactions between staff members, students, parents and families are caring, polite and inclusive. A strong sense of belonging exists for students and staff members across the school, and visitors are made to feel welcome. Staff members report that they feel highly valued and they demonstrate a strong commitment and loyalty to the school's vision and values.

- **There is a strong culture of inquiry and innovation at the school.**

This is particularly apparent through the school's Science, Technology, Engineering and Mathematics (STEM) program, languages and the school's academies. Teachers are encouraged to take risks and explore new ways of working and they are well supported to undertake Professional Development (PD) activities. Classrooms are attractive, stimulating, and project an expectation of success in learning.

- **A charter of excellence has been developed and reflects the school's commitment to the provision of high quality public education.**

The school's purpose is articulated through its vision of 'educating the leaders of the future in an environment that endeavours to challenge and support them to be healthy, confident young Australians, living and working in a global economy'. School leaders, staff members and parents articulate high expectations for student learning, engagement, behaviour and achievement.

- **High expectations for students are apparent throughout the school and there are clear expectations that all students will learn successfully in all areas of the curriculum.**

Teachers utilise goal setting for class achievement, group activities and individual student learning. The consistent use of goal setting for individual students to assist students to monitor their own learning is emerging across the school. Teachers who are using goal setting effectively have established feedback practices that are supporting students to monitor their own learning.

Future outlook

The school council has endorsed our vision for preparing students with the technological grounding, creative skills, global awareness and confidence that they will need to take their place in our ever changing world. We look to continue to increase our capacity to develop the whole child and provide opportunities for students to shine across all fields of education.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1081	1148	1158
Girls	532	558	538
Boys	549	590	620
Indigenous	138	158	161
Enrolment continuity (Feb. – Nov.)	95%	95%	96%

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

Edge Hill State School has a diverse and culturally rich student body encompassing a broad range of socioeconomic and cultural groups. International students are supported and valued in our school community.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	23
Year 4 – Year 6	28	28	26

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

Edge Hill's whole school plan for curriculum delivery is set out clearly in the [Edge Hill Curriculum Framework](#) document. This plan is aligned with the Australian Curriculum and makes explicit what teachers should teach, the time frame in which they should teach it, and the way in which student learning should be assessed. This plan is being implemented throughout the school, and is accessible to staff (and to parents, on request) in digital and print form.

In recent years, significant attention has been given to the ensuring the vertical alignment of the curriculum across year levels. Edge Hill's staircase approach to teaching reading comprehension, our reading, writing and maths essentials documents, our whole school focus on problem solving and proportional reasoning, and our spelling mastery programs are evidences of this vertical alignment and ensure that there is continuity and progression of learning from Prep to Year 6.

Making curriculum content locally relevant is an increasing focus of our curriculum writing team. This can be seen in our Year 4 cross-curricular kitchen garden program, and as the HASS, English and Science subject areas continue to be redeveloped, local content will be an increasing feature of the Edge Hill approach to teaching.

Co-curricular activities

HUMANITIES

- Rotary Public Speaking
- Indigenous youth parliament
- Prep excursion to nature play sensory park
- Reading challenge
- Year 3 Cattana wetlands excursion
- Year 4 Cairns Regional Council Waste and Recycling tour
- Year 2 Cairns Regional Council Water Why Van visit
- Year 4 Community garden visit
- Year 1 Geography excursion to Centenary Lakes
- Japan study tour
- Origami club

HEALTH AND PHYSICAL EDUCATION

- Bike Education
- U12 Fowler's Cup Netball
- Interschool Sports (athletics, cross country, netball, basketball, hockey, cricket, touch football, soccer, AFL).
- Athletics carnival
- Fluro Fun Run
- Student vs Teacher competitions
- Triathlon Academy
- Lunchtime swimming skills classes
- Year level swimming carnivals
- Year 1 Fire Education
- Prep Bravehearts presentation
- Beginning and end of year discos

- Year 12 leadership induction attended by school leaders
- Lunch time soccer competition
- Year 5 camp to Mungali Falls
- Year 6 camp to Holloways Beach Environmental Education Centre

STEM

- National Science week Astronomy evening
- Cairns Aquarium excursion
- Year 5 Science Experience at Trinity Bay SHS
- Year 5 Surfing Scientist Visit
- Birds in Schools project
- Robocup
- STEM Academy
- Premier's coding competition

MUSIC AND THE ARTS

- Junior and Senior concert bands
- Junior and Senior String orchestras
- Maroon, Gold and Junior choirs
- Cairns and district Junior Eisteddfod
- Music Academy
- Fanfare
- End of year choral concerts
- Recorder and Ukulele clubs
- Rock Eisteddfod with Cairns State High School
- Art studio
- Anime club

How information and communication technologies are used to assist learning

Edge Hill State School maintains a range of ICT devices that are used by teachers to value add to student learning across the curriculum. These include video conferencing tools, robots, iPads, digital cameras, televisions and projectors, laptops and printers. These tools support development of our 21st century learning philosophy which focuses on developing students as digitally literate problem solvers, collaborators, self-regulated learners and skilled communicators.

In 2018, we have expanded our robotics library and invested in a swarm of drones to support the teaching of the new digital technologies curriculum.

Social climate

Overview

At Edge Hill, we foster an environment where every day, in every classroom, every student is learning and achieving. Crucial to this is the establishment of calm and happy learning environments, warm relationships between staff, students and parents, clear behavioural expectations and a strong sense of belonging.

At Edge Hill, we believe that the **classroom ought to be a positive, happy and safe environment**. For this reason, our teachers receive extensive training in establishing and maintaining a positive classroom culture through our classroom profiling program.

We believe that **learning to coexist with others and follow the rules of a community is an essential part of a child's education**. For this reason, at Edge Hill we explicitly teach behaviour: how to work quietly, how to work in a group, how to listen during an explanation of a difficult concept, how to be a good friend. Students are instructed in what the Edge Hill Expectations look like, feel like and sound like in the classroom, in the playground and while moving around the school.

We believe that **relationships are key to managing student behaviours**. For this reason we seek to establish the kind of positive relationships that will promote respectful classroom and playground interactions. We also know that **understanding the social, cultural and emotional situations of students will help us to understand their attitudes and enable us to better support them**. When deciding on consequences for inappropriate behaviours, we always take into consideration the circumstances of the individual children involved.

We believe that **learning is maximised when the learner feels a sense of belonging to a community**. At Edge Hill we have a calendar of annual events and a set of traditions (for example: the big breakfast, the fete, marble season, school discos) that bond our students together and build the Edge Hill community. Former students speak warmly about their time at Edge Hill and even after many years, still feel a strong sense of belonging to and pride in the school.

At Edge Hill, resources are allocated according to our vision to educate the leaders of the future. Student support is an area of considerable expenditure. Our student support department has systems in place to ensure the best allocation of resources to support students in need. Alongside information provided by classroom teachers, data from our annual PIPs / InCAS testing sessions are used to identify students in need of assistance. Plans are thoughtfully developed after consultation with teachers, parents, and specialized staff and outcomes are monitored regularly to ensure that maximum benefit is derived from the allocated resources. Because of our commitment to inclusivity, the majority of extra support or extension given to children happens unobtrusively within the classroom, as part of the usual activities of the day. Children may be grouped for certain tasks, different bookwork may be assigned for particular students, additional levels of explanation may be provided to some, and teacher aides or learning support teachers may come and work with others.

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%	99%	98%
• this is a good school (S2035)	100%	100%	98%
• their child likes being at this school* (S2001)	100%	99%	98%
• their child feels safe at this school* (S2002)	100%	99%	98%
• their child's learning needs are being met at this school* (S2003)	98%	99%	97%
• their child is making good progress at this school* (S2004)	100%	99%	98%
• 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%	97%	95%
• teachers at this school motivate their child to learn* (S2007)	100%	99%	97%
• teachers at this school treat students fairly* (S2008)	100%	99%	96%
• they can talk to their child's teachers about their concerns* (S2009)	100%	99%	97%
• this school works with them to support their child's learning* (S2010)	95%	97%	97%
• this school takes parents' opinions seriously* (S2011)	94%	99%	95%
• student behaviour is well managed at this school* (S2012)	100%	94%	91%
• this school looks for ways to improve* (S2013)	98%	100%	100%
• this school is well maintained* (S2014)	100%	99%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	99%	100%
• they like being at their school* (S2036)	100%	100%	99%
• they feel safe at their school* (S2037)	100%	99%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	99%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	100%
• teachers treat students fairly at their school* (S2041)	96%	96%	98%
• they can talk to their teachers about their concerns* (S2042)	100%	96%	97%
• their school takes students' opinions seriously* (S2043)	100%	98%	99%
• student behaviour is well managed at their school* (S2044)	96%	100%	99%
• their school looks for ways to improve* (S2045)	100%	99%	100%
• their school is well maintained* (S2046)	100%	99%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	99%	100%

Percentage of students who agree [#] that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	100%	99%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	99%
• they receive useful feedback about their work at their school (S2071)	95%	93%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	95%	98%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	97%
• student behaviour is well managed at their school (S2074)	98%	95%	97%
• staff are well supported at their school (S2075)	90%	98%	93%
• their school takes staff opinions seriously (S2076)	95%	95%	96%
• their school looks for ways to improve (S2077)	100%	100%	97%
• their school is well maintained (S2078)	98%	100%	99%
• their school gives them opportunities to do interesting things (S2079)	93%	93%	96%

* 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

Edge Hill is a school with roots deep in the Cairns community. We have an engaged parent body, significant ties with local child care centres, high schools and universities, links with numerous local businesses, community groups, artists and media outlets, and an ever-growing pool of graduates who speak highly of us and are eager to contribute when needed.

Each year these connections are strengthened through effective communication and creative partnerships, and leveraged to the benefit of our students.

A highlight of 2018 was the annual Big Family Breakfast where teachers and families share a meal and enjoy musical performances. Our annual Fete is a huge success and brings past and present students and families to the school. Many Edge Hill parents generously volunteer their time to participate in the life of the school whether it be assisting in the classroom, being on the P&C, helping on excursions, camps and classroom activities or just their support of the school.

Edge Hill State School has an active and highly subscribed Facebook page where school activities are regularly celebrated. It encourages positive community contribution and provides a window for parents into the day to day activities of teaching and learning at the school. A school newsletter is produced each week. Twice a year the teachers offer formal parent teacher interview opportunities to discuss student progress but most parents take advantage of our teacher's open classrooms to regularly have less formal conversations about their student's learning.

The Parents and Citizens' Association is an active group of parents who meet monthly to participate in the management of the school. Their contribution is highly valued. An initiative of the P&C has been to form a 'Helping Hands' group which is a group of parents willing to volunteer their time to assist in school and P&C activities.

Respectful relationships education programs

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

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.

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	6	23	4
Long suspensions – 11 to 20 days	0	2	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	625,816	656,341	570,288
Water (kL)	1,793	6,462	4,266

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

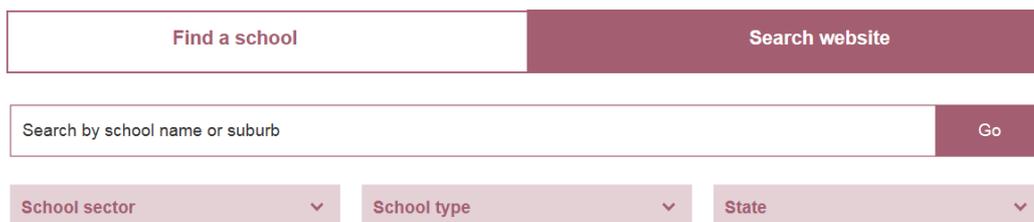
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Above the search bar are two buttons: "Find a school" and "Search website". Below the search bar are three dropdown menus labeled "School sector", "School type", and "State".

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



A rectangular button with the text "View School Profile" centered inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



The screenshot shows a horizontal navigation menu with several options: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" option is highlighted with a dark background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	75	46	<5
Full-time equivalents	69	29	<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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	5	
Graduate Diploma etc.*	21	
Bachelor degree	46	
Diploma	3	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were **\$101 767**

The major professional development initiatives are as follows:

- Professional learning communities
- Guidance for teachers carrying out professional research projects
- Coaching and mentoring for teachers and school leaders
- 21st Century learning
- Numeracy
- Writing
- Classroom profiling
- Language and learning
- Collaborative data inquiry
- Teacher performance review
- Choral Conducting

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.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	94%	94%
Attendance rate for Indigenous** students at this school	92%	91%	90%

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

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

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

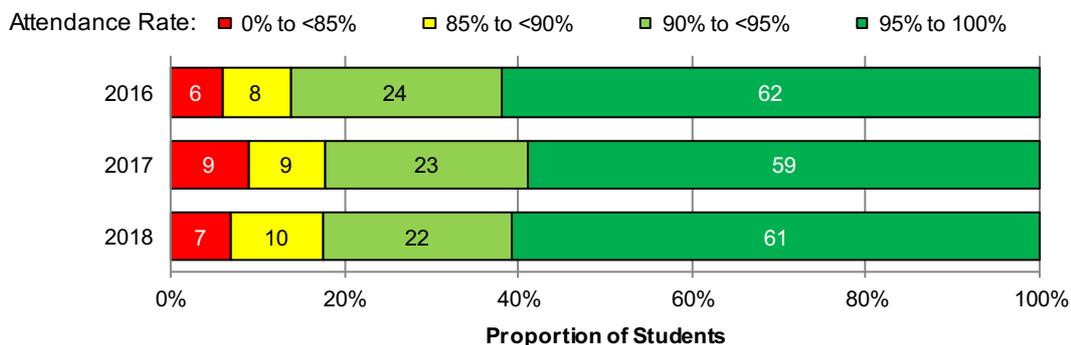
Year level	2016	2017	2018
Prep	95%	93%	95%
Year 1	95%	95%	93%
Year 2	95%	94%	95%
Year 3	95%	95%	94%
Year 4	95%	95%	94%
Year 5	95%	95%	95%
Year 6	95%	94%	94%

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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

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.