Palm Beach State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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Welcome to the Palm Beach State School
2018 Annual Report

School overview

Principal: Ms Sandra Thompson

Palm Beach State School (PBSS) is unique due to its geographical position which is 200m from the beach and bordered by two main Gold Coast creeks, Tallebudgera and Currumbin. Established in 1974, the school continues to be a welcoming, friendly environment with family values. In recent years we have been fondly known as a smaller school in the southern end of the Gold Coast, but since mid-2015 we have had substantial enrolment growth as we are now the school of choice in our local Palm Beach community. The enrolment at the end of 2018 was approximately 565 and 635 are expected to commence 2019. Although this growth may continue in the coming years, our enforced Enrolment Management Plan will assist us in managing all that we do at PBSS by protecting our priority of having a very safe, caring and highly supportive school culture where we know each individual child. We further attribute this enrolment growth to our quality curriculum delivered through a dedicated staff, our wonderful facilities which include a double tennis court, a purpose built hall which proudly hosts school and community events, an educational kitchen and garden, a fully equipped library which also houses one of our two computer labs, our wide range of e learning devices continually expanding through our one-2-one ICT program and our many and varied extra curricular activities.

At PBSS our high expectations in all aspects of school life including academic, behaviour and compliance with school policies are fully supported by staff, students and parents. These supportive relationships are integral to the positive, warm, caring environment that is a feature of our school, and have ensured that we are a very friendly and happy school where all students, staff and parents are valued members of our school community.

We continue to promote our *Culture of Learning* through quality teaching and learning, high expectations and differentiating for individual differences. Additionally, we prioritise positive wellbeing and recognise that it is essential for not only academic success, but the foundation for success in life. We are continually meeting the wellbeing needs of our learners through our Support and Wellbeing committee, weekly wellbeing lessons, social skill focus groups working with our Behaviour Teacher and Guidance Officer, and other school events and programs that promote wellbeing, including attendance.

All of this has resulted in a very high level of positive student engagement. We recognise that all students arrive at our school with different abilities, experiences and interests and we have a strong focus on providing a clear, concise curriculum that promotes the growth of each individual child. Our commitment to the development of the

whole child is enhanced through our literacy and numeracy focus and further supported through our sporting excellence, our wellbeing program, our performing arts program of music, choir, instrumental music, dance, drama, visual art and the many other extracurricular activities that are offered. We encourage all students to *be the best you can be*, and to develop the skills and attitudes to be a life long learner and an active global citizen.

School progress towards its goals in 2018

At Palm Beach State School we demonstrate a clear, concise improvement plan in teaching and learning, facility improvement and all operational areas. The curriculum delivery across the school has strong, strategic and systematic alignment. This is cooperatively and collaboratively planned across all Key Learning Areas (KLAs).

The goals in 2018 were focussed on continued improvement in increasing the number of students performing at mean (C standard) or above in all KLAs. The positive results of these goals were validated through the continuing overall school improvement measured through our high performing results recognised through the 2018 School Review, A-E reporting and NAPLAN results.

Effective and quality teaching through an expert teaching team is recognised as a key to student improvement. Throughout 2018 we continued to focus on professional development for staff on effective pedagogical practices and quality feedback. We recognise the needs of the learner are constantly changing and new priorities must be actioned, hence in 2018 we facilitated school funding to employ a dedicated teacher to developing STEM across all year levels. STEM and upskilling staff in the ACARA Digital Technologies curriculum to be fully implemented in 2020 will continue in 2019.

In October, 2018 we had our Quadrennial School Review. The results of this review encapsulated the positives that we demonstrate at Palm Beach State School, and recognised that the goals we set ourselves in the past four years have been achieved at the high standard we were striving for.

2018 SCHOOL REVIEW KEY FINDINGS

- The tone of the school reflects a commitment to purposeful, successful learning and the wellbeing of students, staff and community members.
- Teachers work hard to meet the learning needs of all students within their class.
- Teachers demonstrate a high level of enthusiasm and commitment to improve their skills in order to effectively support students and improve learning outcomes.
- The school leadership team regularly invests time in informal walkthroughs in classrooms, interacting with students and teachers.
- Teachers are encouraging students to be responsible for their own learning.
- The use of data to inform structural differentiation is a feature of all classrooms.
- Staff members understand and acknowledge the importance of positive and caring relationships as the foundation for successful learning.

- The school actively seeks ways to enhance student learning through fostering productive community relationships.
- The physical resources, including the buildings and grounds of the school, are attractive and well maintained.

2018 SCHOOL REVIEW – KEY IMPROVEMENT STRATEGIES (To commence 2019)

- Collaboratively develop and implement a collegial engagement framework so all staff members are able to be involved in regular, timetabled observations and feedback.
- Develop a school process for all school staff to participate in formal reflection and discussion regarding their instructional practice to impact on student learning.
- Continue to build the capability of teachers to engage their students as assessment literate learners through providing opportunities for student self-assessment, goal setting and feedback processes.
- Continue to build teacher capability to plan and deliver differentiated learning experiences for the range of learners in their classrooms.

Future outlook

In 2019, we will continue to focus on our continual student improvement, particularly in reading and writing. To further develop teaching quality and effectiveness we will also be focussing on the key strategies suggested by the school review. These include:-

1. Develop a school process for all school staff to participate in formal reflection and discussion regarding their instructional practice to impact on student learning
2. PBSS Coaching Plan – Continue to build teacher capability to plan and deliver differentiated learning experiences for the range of learners in their classrooms.
3. Collaboratively develop and implement a collegial engagement framework so all staff members are able to be involved in regular, timetabled observations and feedback.

Additionally, we will continue to upgrade our PBSS facilities. In 2018 we added a new senior playground, 14 air conditioners in classrooms and admin, shade over the senior eating area, new school banners and flags, and upgraded two demountable buildings with internal and external painting and new carpet.

Towards the end of 2018, we commenced the process for an additional double prep classroom required for projected 2019 prep enrolment numbers of approximately 115 prep students, therefore requiring 5 prep rooms. This was approved prior to the end of 2018 with a set completion date at the end of March 2019. The completion of this building will provide classroom facilities for approximately 700 students, anticipating this will accommodate future enrolment growth projected for the next few years.

In 2019 we are planning to construct an extension to the existing tuckshop to build a new uniform shop, add additional playground equipment in the junior playground, construct a Kiss & Go zone working with the GCCC and construct a full security fence around the school oval to ensure student safety.

Our school at a glance

School profile

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

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	472	511	547
Girls	223	247	262
Boys	249	264	285
Indigenous	27	31	29
Enrolment continuity (Feb. – Nov.)	93%	95%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The students at PBSS are friendly, happy and engaged in all school activities. Major behaviour incidents are rare as the vast majority of students independently and proudly follow the school rules:- Be a learner, Be safe, Be respectful and Be kind.

The students present as well rounded citizens where a high level of participation is evident across a broad range of school activities, events and extracurricular activities. All students actively participate in all sporting events and weekly PE, and we now have over one third of the students involved in our music program, including three choirs, two bands and our two strings ensembles. The school is fully inclusive with 6% of the enrolment recognised as students with a disability and 5% recognised as indigenous. General attendance rates are high, however there is a small proportion of students who have less than 85% attendance.

The school is organised into single class groups for each year level. Occasionally a small number of composite classes may be formed due to student numbers in particular year levels and in 2018 there was one composite class. The school population is very stable, with increasing enrolment growth over the last four years.

Average class sizes

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	24
Year 4 – Year 6	24	23	25
Year 7 – Year 10			
Year 11 – Year 12			

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

At PBSS we use the Australian Curriculum to plan our concise and highly organised curriculum where all staff collaborate in planning and delivering all year level teaching and learning activities. This is documented on a co-constructed term planner with weekly expectations in each KLA, including a breakdown of teaching and learning requirements for all assessment tasks, moderation and A-E reporting. Through Journey Groups, our targeted teaching approach to guided reading and number, all students are grouped by year level standardised data and then receive differentiated instruction at their level in 3 x 40 mins per week for both guided reading and number. Extra teaching staff feed into each year level cohort to enable this engaging and successful, small group, targeted approach.

Other curriculum initiatives include:

· Explicit teaching is used as the PBSS whole school method of delivery of lesson content

· The school day timetable is divided in 7 x 40 mins sessions

· Uncluttered curriculum with clearly planned rigorous assessment tasks

· ICTs integrated into classroom activities, and stand-alone lessons for explicit teaching of ICT skills

· Japanese is taught to Year 5 and Year 6 through the LOTE program

· Fully inclusive SWD and Learning Support program

· Performing Arts – Classroom music, instrumental music – band and strings, Footsteps Dance program, drama

· Weekly whole school wellbeing focus and year level appropriate lesson to support the weekly topic

Co-curricular activities

Through feedback from parents and the P&C requesting student access to as many experiences as possible, PBSS offer a wide range of extra-curricular activities, excursions and camps.

These include:

- Chess club and district Chess Competitions

· Junior and senior band – Eisteddfods

- Strings – Junior and senior - Eisteddfods

- Three Choirs - Eisteddfods and Fanfare

- LEAP (Leadership in environmental awareness and protection)

- Running Club

· Speaker's Club

· Kid's Club

· Breakfast Club

· Sport options include tennis, surfing, dance, gardening as well as traditional sport options at interschool
  or intraschool level

· Palm Beach Pals

· Debating Teams

· Swimming program for Prep to Year 3

· Swimming Carnival – Year 3 to Year 6

· Year level excursions to complement class units of study

· Athletics, Cross Country and Swimming Carnivals;

· Student leadership activities

· Participation in the Australian English, Computer and Maths Competitions

· School discos and talent quests

· Special Days organised through Student Council

· Book Week, Book Club and Book Fairs

· Premier's Reading Challenge

· School Garden

· Cooking in our educational kitchen

· Christmas Concert

· Other after school offerings – Soccer, Auskick

How information and communication technologies are used to assist learning

ICT skills are incorporated into everyday activities, a variety of assessment tasks, a specific list of expected ICT skills to be explicitly taught for each year level, and in 2018 all students had subscription to online programs such as Mathletics and Reading Eggs.

Also in 2018 we funded a full time STEM teacher who provided a series of lessons through a non-contact time model to all Year 1 – Year 4 students, and STEM lessons and clubs available to all Year 5 and Year 6 students. In 2019 this role will focus on a whole school approach of blocks of 2 x 4 weeks for all year levels which staff will observe so that they are upskilled to fully implement the requirements of the Australian Curriculum digital technologies from 2020.

Palm Beach State School believes in students accessing and developing skills across a wide range of ICTs such as desktop computers, keyboarding skills, 'mouse' control, laptops and screen devices (iPads). Currently there are 96 iPads, two computer labs each with 30 computers, four portable laptop trolleys for use in each Year 4 – 6 teaching block, each with class sets laptops. All Prep – Year 3 classes have 12 iPads across two classes and weekly access to the computer labs. All classrooms have either an interactive whiteboard or a full screen data projector. PBSS has the most up to date wireless access available.

Social climate

Overview

Palm Beach State School is widely recognised as having a very safe, supportive, disciplined learning environment. The school population is very stable, which along with high expectations in all that we do, combine to be the contributing factors to this safe, supportive 'Culture of Learning' we have created at PBSS as all students are fully aware and follow the rules and very high expectations of behaviour. We further attribute the positive school culture to factors such as our school value and rules: Be Kind, Be a Learner, Be Respectful and Be Safe. Additionally, the leadership team are highly visible in the playground at all times, expectations are clearly and regularly communicated to students, and there is a consistent whole school approach where all staff follow through on all school rules and expectations. We work with the students on creating this positive school environment as a team – students and staff working together. Parent support of the school rules is also very positive.

Because of this disciplined and highly supportive environment, and our Journey Group approach to differentiation, the students are happy and engaged learners and classroom disruptions are very few. Major behaviour incidents are rare, and if they occur they are promptly followed through on using our PBSS Responsible Behaviour Plan processes. At PBSS we have a zero tolerance to bullying and hands on behaviour. Any reported incidents are immediately followed through on by the leadership team and processes of the PBSS Responsible Behaviour Plan are adhered to. At PBSS we have a very clear cyber bullying policy which is also clearly communicated to parents

at the commencement of each year. All student phones must be handed in at the office each morning and collected after school.

As everything we do at PBSS follows a whole school approach this includes wellbeing. There are a variety of approaches that combine to ensure positive wellbeing across the school and wider school community. We know the 'faces' of our students, are fully aware of their strengths and weaknesses and focus on each and every child to ensure every child succeeds. This regularly involves working closely with parents and wider community support agencies. Our Support and Wellbeing committee (SAW) are proactive in their approach. This is fully supported by our Chaplain, Guidance Officer and Behaviour and Wellbeing teacher who work on a variety of targeted programs with individual or groups of students on social skills, self-esteem, making friends and other identified pastoral care needs. Furthermore, wellbeing is taught every week in every classroom and planned at a year level approach identifying the needs of the students in that cohort.

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)	97%	95%	95%
• this is a good school (S2035)	97%	98%	95%
• their child likes being at this school* (S2001)	100%	95%	98%
• their child feels safe at this school* (S2002)	97%	100%	95%
• their child's learning needs are being met at this school* (S2003)	97%	93%	98%
• their child is making good progress at this school* (S2004)	95%	93%	95%
• teachers at this school expect their child to do his or her best* (S2005)	97%	98%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	95%	95%
• teachers at this school motivate their child to learn* (S2007)	97%	93%	98%
• teachers at this school treat students fairly* (S2008)	100%	98%	95%
• they can talk to their child's teachers about their concerns* (S2009)	100%	98%	98%
• this school works with them to support their child's learning* (S2010)	95%	95%	95%
• this school takes parents' opinions seriously* (S2011)	92%	86%	93%
• student behaviour is well managed at this school* (S2012)	97%	90%	93%
• this school looks for ways to improve* (S2013)	100%	100%	95%
• this school is well maintained* (S2014)	97%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	90%	97%
• they like being at their school* (S2036)	95%	91%	97%
• they feel safe at their school* (S2037)	97%	93%	94%
• their teachers motivate them to learn* (S2038)	98%	96%	97%
• their teachers expect them to do their best* (S2039)	100%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	95%	97%
• teachers treat students fairly at their school* (S2041)	88%	85%	91%
• they can talk to their teachers about their concerns* (S2042)	88%	83%	87%
• their school takes students' opinions seriously* (S2043)	88%	79%	93%
• student behaviour is well managed at their school* (S2044)	85%	72%	94%
• their school looks for ways to improve* (S2045)	96%	93%	99%
• their school is well maintained* (S2046)	95%	84%	98%
• their school gives them opportunities to do interesting things* (S2047)	97%	80%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	100%	97%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
• they receive useful feedback about their work at their school (S2071)	97%	84%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	96%	96%
• students are encouraged to do their best at their school (S2072)	97%	97%	97%
• students are treated fairly at their school (S2073)	100%	100%	97%
• student behaviour is well managed at their school (S2074)	92%	100%	97%
• staff are well supported at their school (S2075)	97%	92%	92%
• their school takes staff opinions seriously (S2076)	97%	92%	97%
• their school looks for ways to improve (S2077)	100%	100%	97%
• their school is well maintained (S2078)	95%	89%	95%
• their school gives them opportunities to do interesting things (S2079)	97%	84%	92%

* 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

Parents and community members are encouraged in the school at all times and we pride ourselves on this friendly and welcoming school environment. Class programs, P&C involvement, school events, assemblies and daily contact on arrival/pick up are incidental ways parents are welcome to be actively involved. Additionally, meet the teacher sessions are offered, as are face to face interviews and written formal report cards both of which are provided twice a year. Meetings at other times are always available to meet the needs of the students or parents.

There is a vast range of wider school community partnerships where community engagement and participation in the school is evident through the P&C, Breakfast Club, Scripture Union support of the Chaplaincy program and many local businesses.

Communication is promoted through the fortnightly school newsletter, school website, Facebook, emails, class newsletters, formal and informal parent/teacher interviews, parent/teacher nights, report cards, open days, celebrations of success, awards and special school activities.

Respectful relationships education programs

The PBSS Responsible Behaviour Plan focuses on a highly supportive and proactive approach to creating and developing respectful relationships across the school and all school community members. Students are encouraged to use the 'Hi Five' to assist in their personal development of Respectful Relationships and social skill development. The leadership team actively work with students in counselling positive responses to social situations.

The school has also developed and implemented a wellbeing program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Our wellbeing program has a weekly focus that is planned by year level teachers and taught explicitly in each class. This program is structured around age appropriate topics that include a variety of areas such as personal safety and awareness, identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they or others are unsafe.

The Respectful Relationships program is explicitly taught through our Wellbeing program and adds to building our positive school culture that seeks to prevent gender based violence, through the ongoing development of respectful relationships. Our excellent behaviour record is testament to the kind and respectful relationships we expect and achieve across all students, staff and school community members of PBSS.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	6	8	8
Long suspensions – 11 to 20 days	0	0	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

The PBSS environmental footprint is based on consumption data which is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint. Emails, Dojo and Facebook are used as a major source of communication as we continue to phase out the necessity for paper notes where possible. Students are encouraged to turn off lights and fans at break times and teachers are asked to ensure this is also occurring when they leave the classroom at the end of the day.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	141,139	138,386	137,654
Water (kL)	252		

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	40	22	<5
Full-time equivalents	34	14	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	3
Bachelor degree	33
Diploma	2
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $17 586

The major professional development initiatives are as follows:

- Leadership development and capability
- Coaching
- Improving the writing process
- Analysing student data and subsequent teaching initiatives/ conversations
- Mentoring, including beginning teachers

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%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% 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	94%	93%	93%
Attendance rate for Indigenous** students at this school	92%	93%	92%

* 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.

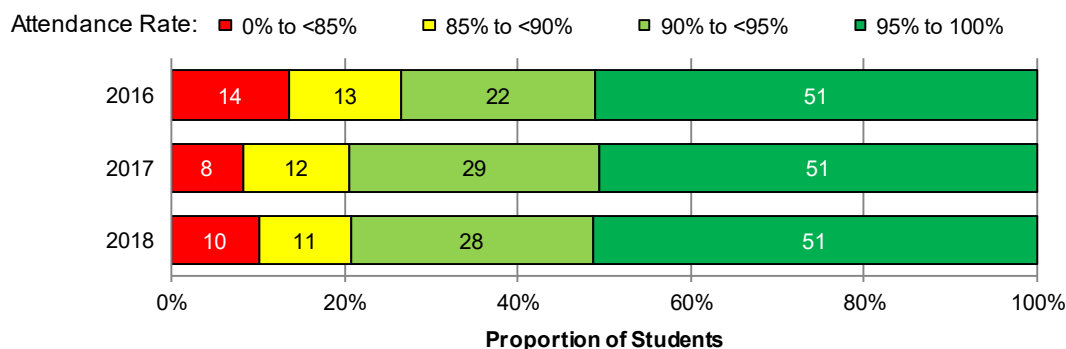Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	94%	94%
Year 1	95%	92%	94%
Year 2	94%	93%	93%
Year 3	93%	94%	94%
Year 4	94%	93%	93%
Year 5	94%	94%	92%
Year 6	92%	93%	92%

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	14	13	22	51
2017	8	12	29	51
2018	10	11	28	51

Proportion of Students

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.

Responses to absences

When a student is absent without explanation or a pattern of absences has been identified, **Palm Beach** State School will take the following actions:

• The parent or carer will be contacted by the class teacher or administration staff (by note or telephone call) to determine if there is a reasonable excuse for the absence/s *(Director General's Guidelines ss176 and 239 of the Education (General Provisions) Act 2006*

• Records of contact with parents and carers regarding unexplained absences will be recorded in OneSchool

• If the student is still not attending school regularly, the school will follow the processes for managing student absences as outlined in the *Education (General Provisions) Act 2006 – SMS-PR-043.* This includes the reporting of persistent and/or unexplained absences to Education Queensland, The Queensland Police Service and the Department of Child safety.

• Follow Education QLD School Alert Policy – Same day notification via SMS to parents who have not notified the school of their child's absence

Responsibilities

School Responsibilities:

At **Palm Beach State School** we promote 100% attendance by:

- Implementation of the School Attendance Policy

- Development of a safe and supportive school environment that promotes positive relationships, including the implementation of programs to develop social skills (behaviour support teacher/welfare officer, SEP teacher, school chaplain, buddy classes) and to provide support mechanisms for families (Guidance Officer/counsellor, QPS, Department of Child Safety, CYMHS,MYCP)

- Class awards are presented each week on assembly for those classes with the best attendance accompanied by a trophy which the class keeps in their classroom for 2 weeks

- Monitoring of the schools attendance data to identify absenteeism trends and individual students with high levels of absenteeism

- Regularly (Week 5 & 9 each term) reviewing absence data captured from the Performance Dashboard in OneSchool and identifying those students whose attendance is **at or below 85%**

- **Parents of students whose attendance is at or below 85%** and who do not have a reasonable excuse for this poor attendance, are contacted by a letter from the principal or deputy principal outlining the school's concerns and reminding them of the requirement of good attendance at school.

- If students continue to have poor attendance without a reasonable excuse, a 2nd letter is sent to them again outlining concerns and requesting a meeting with the principal or deputy principal.

- If the parent fails to respond to this request, the principal or deputy principal will contact the parent again to request a meeting to discuss concerns and strategies to support improved attendance.

- Consistently recording and following up unexplained student absences

- Follow Education QLD School Alert Policy – Same day notification via SMS to parents who have not notified the school of their child's absence

- Promote high expectations for school attendance to the school community by communicating that higher school attendance is associated with higher student achievement (school newsletter, parent meetings, school website, Facebook, assembly, individual attendance letters)

NAPLAN

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

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.