Camira State School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Camira State School is a highly regarded public school that has been proudly servicing the students of Camira and other surrounding suburbs since 1974. The school is easily accessible and conveniently located on Old Logan Road. The school boasts attractive, expansive and spacious grounds and offers great facilities and resources for all students. The staff, parents and the wider school community are all supportive and encouraging of our school and we strive to give the students of Camira State School the best possible primary school education.

The school has a strong strategic direction that is focused on achieving our vision:

School Vision: *Maximising Achievement for Every Child, Every Day*

The school also promotes the values that are shared by our school community:

School Values: Being *Respectful*, Being *Responsible*, Being *Safe*

The school is complex, interesting and diverse. Our focus areas for learning revolve around four key priorities: **Improving Reading**, **Improving Numeracy**, **Great Teaching** and building a culture of **High Expectations**.

We are committed to achieving the best for our students in academic, sporting, artistic and cultural fields. We strive purposefully to improve on the quality of education that we deliver through strategies that encourage continuous improvement in every student.

The primary years of schooling have a special place in the educational experience of children. These years are crucial in a child's development providing the foundation for success as life-long learners. We believe that such a foundation is built in a safe, happy and supportive environment where students remain enthusiastic, engaged and motivated learners. This is facilitated through positive relationships between teachers and students, programs that are responsive to the needs of our learners and teaching strategies and learning experiences that motivate students to learn.

We are committed to fostering a community of life-long learners that are willing and able to contribute to an active society. We provide a strong academic curriculum that develops a broad range of knowledge across a range of fundamental areas while we also successfully cater for students who either need to be extended or supported within a highly inclusive framework.

We hold high expectations for our students both in terms of their school work and behaviour. These expectations are complemented by our school values that guide our actions and behaviours throughout the school. Our values: Being **Respectful,** Being **Responsible** and Being **Safe** are shared across all parties in our school community and are visible and evident across our school.

Principal's Foreword

Introduction

The School Annual Report is intended to provide parents, staff and the wider community with meaningful information about the achievements of Camira State School during the 2017 academic year.

School Progress towards its goals in 2017

Outlined below are the school improvement agenda priorities and goals for the 2017 school year. The table indicates the progress made on these priorities over the 2017 school year.

Improvement Priority 1. Improving Reading

Targets
1. Camira SS mean score in Year 3 & 5 NAPLAN reading equals or betters QLD mean score
2. 100% of students have an individualised reading goal targeted to their needs
3. Percentage of students above the National Minimum Standard in Year 3 and 5 NAPLAN is equal to QLD %
4. 95% of Camira students achieve at or above Metropolitan regional targets

Strategy: Embed a systematic and consistent approach to the explicit teaching of reading		
Actions	**Timelines**	**Progress**
Stage a planned rollout of a whole school approach to reading with associated PD sessions to up-skill teacher using the Camira Star Seven approach.	Term 2	**Achieved**
Support the rollout of a whole school approach to reading with specific and targeted human, physical and financial resources.	Term 2	**Achieved**
Providing coaching and mentoring for teachers to ensure a consistent and systematic approach to reading across the school. Monitor progress at key junctures throughout the year	Ongoing	**Achieved**
Strategy: Effective planning to meet our students needs		
Actions	**Timelines**	**Progress**
Continue to build a collaborative approach to teacher planning and sharing across the school with an emphasis on reading. One planning day per term with HOTL and year level cohort.	Ongoing	**Achieved**
Enact and further refine the whole school assessment plan to track and monitor growth in student performance with a precision like focus.	Ongoing	**Achieved**
Embed a collaborative approach to systematic curriculum delivery to engage students in developing proficiency in literacy (particularly in reading) and numeracy.	Ongoing	**Achieved**
Strategy: Using data to grow student performance		
Actions	**Timelines**	**Progress**
Progressively build and monitor teacher capacity in data literacy through PD and regular planned opportunities for data analysis with a focus on reading	Ongoing	**Achieved**

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Create an electronic data wall and using existing resources to track individual student goals. Implement focused and intensive strategies to address identified learning needs.	Ongoing	**Achieved**

Improvement Priority 3. Great Teaching

Targets
1. 95% of parents are satisfied their child's learning needs are being met at Camira SS (Parent Opinion Survey S2003)
2. My teachers clearly explain what is required with my school work - 95% (Student Opinion Survey S2060)
3. A developing performance and coaching culture is embedded & visible across the school

Strategy: Implementing high quality evidence-proven pedagogical framework		
Actions	**Timelines**	**Progress**
Identify and share highly effective teaching strategies across the school and build a contemporary research-based pedagogy framework based on our signature pedagogy - Explicit Instruction.	Term 3	**Achieved**
Build coaching, mentoring, feedback and supervision processes into daily school practice to build consistency in the delivery of our signature pedagogy across the school.	Ongoing	**Achieved**
Recognise complementary pedagogies that support quality learning and support their implementation in the pedagogical framework. (eg. Age Appropriate Pedagogies for Prep cohort).	Ongoing	**Achieved**
Strategy: Differentiating our teaching practice to improve student outcomes		
Actions	**Timelines**	**Progress**
Collaboratively review and enact clear expectations for the documentation and delivery of differentiated planning, teaching and assessment of learning.	Ongoing	**Achieved**
Review the effectiveness of established student programs, including the Reading Squad and STEM initiatives, in meeting the differentiated learning needs of our students.	Ongoing	**Achieved**
Strategy: Building the capabilities of our teaching team		
Actions	**Timelines**	**Progress**
Develop a clear system of instructional leadership whereby school leaders spend time working with teachers providing feedback and modelling effective teaching strategies.	Ongoing	**Achieved**
Provide differentiated professional development opportunities for all staff aligned to their APDP. Provide formal and informal sharing opportunities for collaborative professional development.	Ongoing	**Achieved**

Improvement Priority 4. High Expectations and a Positive Culture of Learning

1. Student attendance at Camira SS is equal to QLD student attendance rate
2. >95% of students and parents would recommend Camira SS to others
3. >90% of students and parents are satisfied that student behaviour is well managed at Camira SS
4. 80% of students receive and A or B for their behaviour and effort on their student report

Strategy: Embedding a strong culture of learning		
Actions	**Timelines**	**Progress**
Embed a clear and consistent approach to student behaviour management, aligned to the introduce of a research-based pastoral care program.	Ongoing	**Achieved**
Strategy: Building a culture of high expectations with the belief every student can succeed		
Actions	**Timelines**	**Progress**

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Track and monitor student attendance and provide a case management approach for any students with attendance < 85%.	Ongoing	**Achieved**
Deliver motivating and engaging lessons/units to ensure student effort and behaviour (as recorded on the end of Semester report cards) is > 70%.	Ongoing	**Achieved**
Strategy: Demonstrating our strong school values & professionalism		
Actions	**Timelines**	**Progress**
Embed our school values so they become an integral and well-known throughout the school.	Ongoing	**Achieved**

Future Outlook

The Explicit Improvement Agenda for 2018 includes a sharp and narrow focus on the following four priorities with the associated strategies:

Priority: Improving Reading	**Priority: Improving Numeracy**
Strategy • Embed a systematic and consistent approach to the explicit teaching of reading • Effective planning to meet our students needs • Using data to grow student performance	**Strategy** • Embedding a consistent approach to the teaching of numeracy (incl. problem solving) • Developing mastery of mathematical concepts
Priority: Great Teaching	**Priority: High Expectations**
Strategy • Implementing high quality evidence-proven pedagogical framework • Differentiating our teaching practice to improve student outcomes • Building the capabilities of our teaching team	**Strategy** • Embedding a strong culture of learning • Building a culture of high expectations with the belief every student can succeed • Demonstrating our strong school values & professionalism

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	646	317	329	84	94%
2016	631	303	328	71	94%
2017	624	301	323	66	95%

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
Camira State School is situated in Camira, a suburb of the city of Ipswich within the Metropolitan Region. In 2017 the school had an enrolment of approximately 630 students from the Preparatory year through to Year 6. The student population is unique, combining a rich blend of socioeconomic and culturally diverse elements. The school currently comprises of approximately 10% of Indigenous students and students from 20 other cultural backgrounds.

At Camira we have a strong focus on an inclusive curriculum. In 2017, our school had a Head of Special Education Services (HOSES) and several specialist teachers who support our students with special needs to successfully access the school curriculum. Students are expected to participate in all school activities to the best of their ability.

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	23	24	23
Year 4 – Year 6	25	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

The salient features of our school's curriculum and assessment programs include:

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- A strong focus on Literacy and Numeracy
- Specialised STEM program for all classes
- Early Intervention program for successful reading
- ICTs with a focus on robotics and Beebots
- Behaviour Support programs for identified students
- Inclusive Education with a major focus on Students with Disabilities mainstreamed in classes
- Dance, Drama and Music Program
- Physical Education
- Instrumental Music
- English as a Second Language Support
- School Excursions and Incursions
- Online U2B (upper 2 bands) Extension Program
- Chaplaincy Program
- Solid Pathways

Camira State School also provides the opportunity for children entering Prep to attend a Pre Prep program called 'Camira Croclings'. This program is conducted in Terms 3 and 4 each year and children are able to come for a 40 minute session with a Prep teacher each week. During these visits, parents are invited to attend parent information sessions outlining important and relevant information for the successful transition of their child into school. Some local early childhood centres choose to bring children in their care to the Pre Prep sessions also allowing access to this valuable program.

Co-curricular Activities

- Outside School Hours Care
- Breakfast Club
- Ballet
- Dance Group – Hip Hop
- Robotics
- Art / Craft Club
- Sporting Clinics / Sports Days / Cross Country
- National Competitions

How Information and Communication Technologies are used to Assist Learning

The staff and students of Camira State School are actively involved in using ICT's and digital pedagogies every day in their learning. All classrooms are equipped with interactive whiteboards to support high quality teaching and learning experiences. The equipment and infrastructure at Camira State School is continually being updated and upgraded to ensure that the students have high quality devices to assist their learning. Teachers are well trained in a range of pedagogies to assist learning through the use of information and communication technologies.

Each teaching block have their own bank of tablets to support learning and all classes have access to a school computer lab which houses a number of high quality devices. In addition, our school utilises a number of other devices to support student learning like iPads and other assistive technology.

Camira State School is committed to providing many opportunities for our students to expand their digital knowledge based on their eLearning needs. Another way in which ICT's are used to assist learning is the ongoing provision of staff training and capacity building.

Social Climate

Overview

Camira State School is committed to providing a safe, respectful and disciplined learning environment where students have opportunities to engage in quality learning experiences and acquire values supportive of lifelong learning. Our Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the teaching and learning in our school can be effective and students can participate positively within our school community. Our plan is to develop responsible behaviour and foster a sense of pride in our school culture.

At Camira State School, we explicitly teach appropriate behaviours that reinforces our school expectations to ensure we have a strong and positive culture of learning. We issues consequences for poor behavioural choices and work to implement a range of proactive strategies that prevent behavioural incidents.

In addition, our school has school-wide approach to differentiating learning experiences for all of our learners. Our school has an inclusive approach to learning and uses a range of different strategies to support the diverse range of students. The school implements a number of programs to support student wellbeing.

Our school has a number of strong strategies to engage parents and the community into the life of the school.

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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)	100%	97%	94%
this is a good school (S2035)	100%	85%	97%
their child likes being at this school* (S2001)	95%	94%	94%
their child feels safe at this school* (S2002)	95%	91%	94%
their child's learning needs are being met at this school* (S2003)	90%	91%	91%
their child is making good progress at this school* (S2004)	100%	88%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%	94%
teachers at this school motivate their child to learn* (S2007)	100%	100%	97%
teachers at this school treat students fairly* (S2008)	100%	94%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
this school works with them to support their child's learning* (S2010)	100%	88%	97%
this school takes parents' opinions seriously* (S2011)	100%	72%	87%
student behaviour is well managed at this school* (S2012)	95%	79%	91%
this school looks for ways to improve* (S2013)	100%	81%	94%
this school is well maintained* (S2014)	95%	88%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	93%	96%	98%
they like being at their school* (S2036)	92%	87%	88%
they feel safe at their school* (S2037)	90%	87%	91%
their teachers motivate them to learn* (S2038)	98%	97%	97%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	95%	95%	96%
teachers treat students fairly at their school* (S2041)	88%	80%	83%
they can talk to their teachers about their concerns* (S2042)	88%	89%	88%
their school takes students' opinions seriously* (S2043)	89%	76%	87%
student behaviour is well managed at their school* (S2044)	72%	63%	80%
their school looks for ways to improve* (S2045)	97%	90%	93%
their school is well maintained* (S2046)	91%	78%	89%
their school gives them opportunities to do interesting things* (S2047)	93%	76%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	69%	90%
they feel that their school is a safe place in which to work (S2070)	97%	80%	90%
they receive useful feedback about their work at their school (S2071)	90%	52%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	75%	78%
students are encouraged to do their best at their school (S2072)	98%	90%	94%
students are treated fairly at their school (S2073)	97%	74%	88%
student behaviour is well managed at their school (S2074)	93%	56%	80%
staff are well supported at their school (S2075)	98%	44%	82%
their school takes staff opinions seriously (S2076)	97%	52%	82%
their school looks for ways to improve (S2077)	100%	72%	92%
their school is well maintained (S2078)	89%	86%	90%
their school gives them opportunities to do interesting things (S2079)	95%	66%	82%

* 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

At Camira SS we are continually working with staff, parents and students to provide the best possible learning opportunities for all. We know that involving parents in their child's education provides for greater outcomes and increase confidence in the school.

Each year we analyse our school opinion survey data through collaboration with staff and plan for future improvements in terms of how we can engage with our parents and the community. Our 2017 School Opinion Data shows that our staff, students and parents are aiming to work together to ensure that we give our students the best possible opportunity to be successful. In 2016 and beyond, we endeavour to work to improve these standards as they help to create an excellent school culture to maximise the learning and achievement opportunities for every child, every day.

At Camira State School we believe that our success is dependent upon our relationship with our parents. We must ensure that parents feel welcome in our school and are an integral part of their child's education. In order to maximise parental input, we offer many and varied opportunities for parents to be actively involved. We invite parents to parent/teacher interviews biannually (Term 1 and 3) and provide written reports at the end of each semester to keep parents informed about their child's progress. We engage parents in less formal ways through culminating days, school parades, Principal's Morning Tea, parent helpers, P&C, parent education sessions as well as updating parents fortnightly in our newsletter. Finally, we have consultation processes with parents and outside agencies so that adjustments can be made to assist students with diverse needs to access and participate fully at school. All of these strategies help to build and maintain strong relationships with our parent body.

In regards to students with diverse learning needs, our school consults with parents on a regular basis providing an avenue to partner in their child's learning and regularly discuss their child's individual learning program.

Respectful relationships programs

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

At Camira SS, classroom teachers teach our school expectations and values of 'Be Respectful, Be Responsible and Be Safe'.

In 2017 students were rewarded for positive and safe playground behaviour through the use of a "Gotcha" reward system. All staff complete the annual Student Protection training and are aware of their responsibilities and obligations for identifying and reporting suspected abuse.

In 2017 a strong emphasis was placed on teaching and using the High 5 strategy as a tool for students to respond to and report harassment and violence. The aim of this program was to focus on each students own personal safety and awareness, including identifying and responding to abuse and violence and developing their knowledge and skills to be able to resolve conflict without violence. All students were provided with skills to recognize, react and report when they, or others are unsafe.

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Specific targeted programs, such as Rock and Water, were implemented to further support students manage conflict. In addition, Camira SS recognised and celebrated 'Day for Daniel' to further reinforce for students and their families of our safe behavior messages.

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	84	129	64
Long Suspensions – 11 to 20 days	0	3	2
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

Camira State School values its environment and has continued to undertake measures in 2016 to achieve environmental sustainability. Water tanks supply water to amenities blocks and we continue to maintain a whole school recycling program managed by the student leaders.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	126,228	1,868
2015-2016	125,593	2,400
2016-2017	148,873	3,872

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

School name   GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

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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	43	28	0
Full-time Equivalents	39	19	0

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.**	6
Bachelor degree	34
Diploma	0
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 $21 938.

The major professional development initiatives are as follows:

- **Improving Reading**. Implementation of revised Camira Reading Framework. All staff were provided with a general overview of our reading framework for 2017 on the pupil free days in 2017 and during our Term 1 staff meetings.
- **Consistent Reading practice** (Breakfast PD series – Term 1, 2017). The series explored the concepts of modelled, shared, guided and independent reading. The aim was to build consistency in our school reading program and learning more about the separate components of the reading program & how they can be applied to improve reading.
- **Reading Goals for APDP identified teachers.** This series of workshops outlined how to create individualised reading goals for students using data and a check in and sharing session were teachers learnt from each other in ensuring their reading goals were SMART goals.
- **National Collection of Data on School Students with a Disability.** Three mini-workshops outlining the purpose and the adjustments required and the collection of data for identified students.
- **Strategic Reading Project.** This training saw training in: the Introduction of an Explicit Instruction reading block, unpacking the Super Six comprehension strategies and modelling of planning and teaching of a reading block.
- **Individual Reading Goals**. The Teaching and Learning committee was used to run sessions around developing and implementing goals. This professional development also involved sharing ideas on how to track and celebrate reading goals.
- **Explicit Instruction** (Breakfast PD series – Term 1, 2017). The series explored some of the basic building blocks of an Explicit Instruction lesson.

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- **Data Analysis**. NAPLAN. Teaching staff unpacked and reviewed the NAPLAN data wall at our Week 7 staff meeting.
- **Collegial Engagement coaching process**. All teaching staff engaged in the collegial coaching process to help shape & develop the implementation of consistent explicit instruction pedagogy across the school.
- **Data Analysis**. Term 2 Twilight PD. The Teaching & Learning committee unpacked the class dashboard and linked to the key data indicators from our data plan. Teacher expectation & benchmark document to be unpacked.
- **Explicit Instruction** (Breakfast PD series – Term 3, 2017). Aspirants led and worked through specific chapters of Explicit Instruction text (Archer & Hughes).
- **Differentiation Strategies.** A PD session that aligns to the CSS Differentiation Planner and gives teachers practical strategies on how to differentiate reading for all students was implemented.
- **DET Annual mandated training**. All teaching staff completed the: Code of Conduct, Student Protection, Health, Safety & Wellbeing, Asbestos & Fire Extinguisher and CARA training.
- **Responsible Behaviour Plan for Students (RBPS)**. This professional development activity was held each term and delivered on aspects of our RBPS. It provided for the upskilling of teaching staff in helping students meet our expected behaviour standards.
- **Essential Skills for Classroom Management.** This professional development provided teachers with a framework for developing core elements of effective teaching in the essential skills for classroom management.

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%	96%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 91% of staff was retained by the school for the entire 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).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	91%	90%

*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	93%	91%	91%	91%	94%	91%	92%						
2016	93%	92%	92%	91%	92%	93%	91%						
2017	94%	93%	94%	93%	92%	93%	94%						

*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:
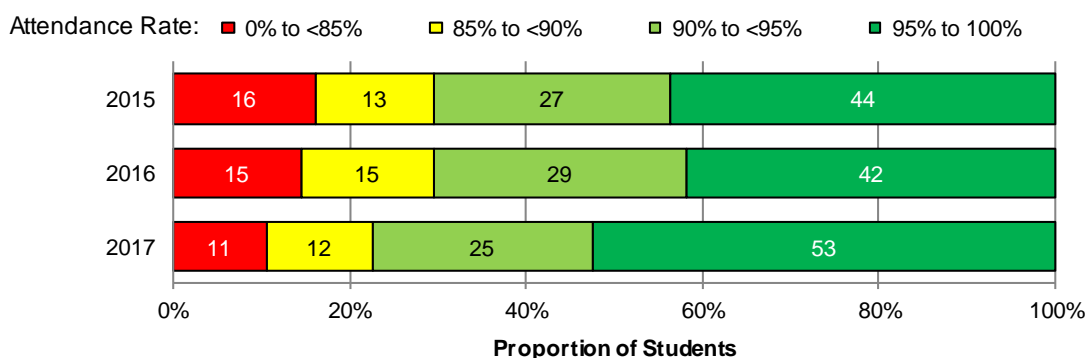
Description of how non-attendance is managed by the school

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.

Class rolls are marked by teachers twice each day. Camira SS has successfully migrated to a SMS notification system to notify parents of student absence if they are absent. Roll data is collected centrally each week and unexplained absences followed up with parents via telephone, email or a written letter.

If students do not attend school for three days without a parent/carer contacting the school, a phone call is made to the home to enquire the reason for the absence. If the absence is a genuine illness or family reason, then no further follow up is required unless the child is absent for three more days without acknowledgment from the parent.

If there are numerous unexplained absences over a period of time, a more formal approach is taken and a formal letter sent home outlining EQ and the Education Act's policies about student absences and truancy. A formal interview is sought with the parent/carer to encourage consistent patterns of attendance.

In 2017 the Engagement Committee initiated a range of key strategies to increase student attendance. These strategies included:
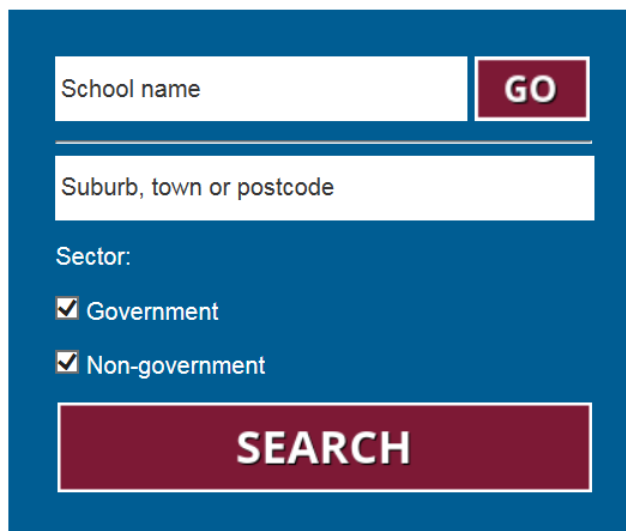
- Establishing a **Positive Attendance Plan** for all students with an attendance rate below 85%. Members of the Executive Leadership Team meet with parents/carers of each student to discuss the students attendance and collaboratively develop plans to support improvement
- Recognising and tracking of student attendance with **Positive Attendance Trackers** for all students with attendance between 85 and 90%. Students received weekly recognition for attendance.
- **Attendance recognition events** held at the conclusion of each semester, students with attendance above 90% recognised through whole school celebration
- Recognition of students with 100% attendance at the end of each semester and end of year. Certificates of recognition presented.
- **Attendance Mentors** engaged in developing positive relationships with students to improve their attendance.
- Class Attendance Trophy's presented on Assembly each week, classes with improved weekly attendance recognised and classes (lower and upper school) with highest improvement in attendance rate presented with trophy
- Attendance newsletter articles being prominent in every **school newsletter**, utilising research to inform importance, promoting attendance awareness and reshaping attendance culture in the school community.
- Highlighting positive attendance at every school **Assembly**, including the use and school attendance mantra of: being at school *ALL DAY EVERY DAY so that we can be LEARNING*

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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

School name	**GO**
Suburb, town or postcode	

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 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

More information about our school can be found on our school website: www.camirass.eq.edu.au

Queensland Government