Northview 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

Northview State School has a proud record of working with parents and the community to meet the educational needs of our students. At Northview we expect high standards of personal achievement and development. We are committed to promoting the best interests of individual children and promoting excellence in Teaching and Learning. We strive to provide a school environment that encourages academic, cultural and sporting involvement for all students. Our school aspires to recognise individual difference and instil in students the values of respect, honesty and integrity for all. It is these values which forge the traditions and reputation of our school.

Achieving successful educational outcomes for our children is very dependent upon a successful partnership between home and school. A child's level of progress is heavily influenced by the interest family members have in their education, the support they provide and how families participate in school events and activities. This report demonstrates our ongoing commitment to ensure that every student has the opportunity to reach their full potential in all aspects of their schooling through provision of a supportive learning environment built on positive relationships and high expectations.

This report outlines a variety of features involving Student Performance, School Operations, Community involvement and future initiatives. We reflect on our goals and priorities for 2016 and comment on our achievement with a focus on continual school improvement for the future. This report will be accessible on the school website as well as copies provided to our P&C executive and a copy situated in the school foyer for public access.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Our priorities and successful completion of actions to achieve our goals for 2017 are listed below:

1. **Reading – Vocabulary**
   - Embed effective teaching practices around vocabulary
     - o Utilised Master Teacher to coach teachers through effective vocabulary pedagogy during Reading on the Same Page/Writing on the same page.
     - o Updated NVSS Reading Framework to include explicit information regarding the teaching of vocabulary
     - o Created opportunities through PLC meetings for staff to share teaching practices around vocab.
     - o Provided regular and timely feedback to teachers regarding vocab pedagogy.
   - Embed challenging texts pedagogy
     - o Master Teacher modelled challenging text pedagogy in classrooms
     - o Teachers attended QCAA Challenging Text workshop

2. **Develop effective PLC (Professional Learning Community)**
   - Develop framework for effective PLC
     - o Research PLC structures and benefits and provide summary of research to teaching staff.
     - o Create PLC Framework document including relevant research and protocols
   - Research and embed and inquiry model for student learning outcomes improvement
     - o Research inquiry based models for effective operation of PLC's
     - o Introduce inquiry model eg. define, focus, area, data, design
     - o Coaching on/around goal setting/actions to be used as part of inquiry process
     - o Introduce template for PLC meetings that has questions and steps on how to run the PLC
     - o Training staff in growth coaching techniques (QELI coach)
     - o Provide peer support
     - o Develop a means to have PLC group meet each week

3. **Writing – Daily and On-Demand writing**
   - Design and Implement Whole school writing program
     - o Develop a whole school writing program – following consultation with key staff.
     - o Provide training in use of Whole School Writing Program for all teaching staff.
     - o All classes implement daily writing warm-ups focussed on vocabulary, sentence structure, punctuation, grammar (see whole school writing program)
     - o Implement On-Demand Writing – Diagnostic Pre Assessment Tool for English Unit. Data gathered is used to inform teaching of unit work and daily writing warm-ups.

Future Outlook

Goal: Improve writing results of students

Strategy 1: Inquiry into editing skills of students, and editing pedagogy within school writing program	
Actions	Targets

	Actions	Targets
Scan and Assess	Survey students on editing, do they know how to edit, would editing improve your work, why they do/don't enjoy writing	**95%** Year 3, 5 students Achieve NMS in writing on 2018 NAPLAN 85% of students achieving "C" or better in English.
	Survey staff to elicit information about current discourse and use of an editing process in the classroom	
Prioritise	Consult with staff to examine research, surveys, and data on editing	
	Identify the key issue and the most significant problem of practice affecting student progress around editing	
Develop & Plan	Develop clear editing plan for school and include in NVSS writing program.	
	Research effective practices around editing	
	Explore other schools with positive improvement results in writing (based on NAPLAN) who use a school-wide editing process.	
	Identify support strategies needed to implement to students and teachers.	
Act	Training and PD provided to staff (external and internal) including Sheena Cameron editing workshop Jan 2018.	
	Create a bank of "best practice" videos "teaching editing" to be used across school.	
	Provide training for T/A's in editing process for students.	
	Utilise Master Teacher to coach teachers through effective editing pedagogy and process during writing lessons.	
	Regular and timely feedback to teachers regarding editing.	
Review	Create opportunities through PLC meetings for staff to share teaching practices around editing.	
	Post survey on effectiveness of editing program – staff and students	

Strategy 2: Inquire about feedback provided for students around writing

	Actions	Targets
Scan and Assess	Research effective methods for giving feedback to students – frequency, how etc.	**95%** Year 3, 5 students Achieve NMS in writing on 2018 NAPLAN 85% of students achieving "C" or better in English.
	Audit current feedback processes used in classrooms.	
	Audit/survey teachers on use of Learning ladders, goal setting from GTMJ,	
Prioritise	Consult with staff to examine research, surveys, and data gathered on effective feedback to students around writing.	
	Research which significant problem of practice will enhance student progress most effectively.	
Develop & Plan	Develop a clear and concise feedback plan that includes expectations (non-negotiables vs negotiables), frequency, style.	
Act	Enact feedback plan/program across school ensuring consistent practice, language and expectations.	
	Observe & give feedback, collegial, admin	
Review	Create opportunities through PLC meetings for staff to share teaching practices around feedback.	

Goal: Improve the learning outcomes of students by focussing on a positive school learning culture that embraces a culture of continuous improvement.

Strategy 1: Embed a Growth Mindset Program

Actions	Targets

As part of continued research, attend Growth Mindset PD	Improvement in qualitative student survey data.
Finalise research on Growth Mindset and develop whole school program for targeting a growth mindset within the school.	
Purchase of Growth Mindset research text for all staff	
Create opportunities through PLC meetings for staff to share teaching practices around feedback.	Whole School Attendance **94.1%+**
Administer pre and post survey of students regarding their mindset to learning	
Strategy 2: Promote and reinforce a growth mindset culture within the community	
Actions	Targets
Utilise Newsletter, facebook, assembly to reinforce growth mindset message.	Whole School Attendance **94.1%+**
Share growth mindset program with community	
Investigate possibility of James Anderson (Growth mindset guru) to run parent session	

Goal: Improve the inclusive pedagogical practices of our school (3 year focus)

Strategy 1: Inquiry into inclusive education framework of school community	
	Actions
Scan and Assess	Scan/audit/check on staff knowledge of all disability areas, (with a particular focus on students with ASD) and their knowledge of empirical based practices used with students with ASD.
	Thoroughly understand the problem with supporting students with a disability in the classroom and identify the factors influencing learning issues of all students across school.
	Consult and survey staff to gather data on their expectations of our school relating to students with a disability.
	Consult with community to gather data on their expectations of our school for students with a disability.
Prioritise	Identify the most significant problem(s) of practice with supporting students with a disability inclusively with effective student results (for all students).
Develop & Plan	Research approaches that may benefit the school to support students with diability.
	Utilise ASD coach (Helen McLennan) for current research – effective strategies for CQ schools.
	Access Hub to examine effective researched based practices in other schools

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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	335	153	182	30	96%
2016	368	166	202	30	97%
2017	390	179	211	40	97%

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
School enrolments over the previous years have steadily increased. In 2017 our enrolments continued to grow steadily with student continuity of 97%. Indigenous students make up 10% of our entire student population. Student with a verified disability make up 10% of total enrolments. Enrolments have included a small percentage of English as an Alternate Language or Dialect (EALD) families. These have included students from Asian locations. School support staff, in conjunction with Regional Advisory staff, have supported these students and their families with their transition into our school.

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	22	25	25
Year 4 – Year 6	25	28	28
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our Curriculum offered educational programs in all eight Learning Areas including English, Mathematics, Science, History, Geography, The Arts, Health and Physical Education, Technology and Languages Other Than English (Japanese). Our curriculum was informed by ACARA (Australian Curriculum Assessment & Reporting Authority) and a number of key Education Queensland policies and directives including Curriculum into the Classroom (C2C) and QCAR Framework.

Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Competence, Ethical Behaviour and Intercultural understanding were embedded within all learning experiences. English, Maths, Science, History, Geography, Civics, Business and Economics, Languages, and HPE were taught as isolated units based on the Australian Curriculum and with C2C (Curriculum into the Classroom) resources. The remaining Learning Areas of The Arts and Technology were planned, taught and assessed based on Essential Learnings located in QCAR Framework. At each individual teacher's discretion, The Arts and Technology were taught as separate KLA's or as an integrated unit of work. HPE, LOTE and Music (sub-strand of The Arts) were addressed primarily by specialist teachers.

A long term priority of Northview State School is the on-going development of Information & Communication Technology innovations in student learning programs. This program continues to develop with opportunities for students to make use of a Resource Centre computer lab, classroom computers, 30 computers in portable laptop trolleys, interactive whiteboards, iPads, digital cameras and associated hardware / programs.

Northview State School has a well established reputation for its inclusive education philosophy and practices which endeavour to provide a wide range of curriculum programs and activities for all students.

A snapshot of our curriculum approach includes:
* Single and multi-age classes across the school dependent on annual enrolment totals
* Human resources including Teacher Aides focussed on Early Years classes (P-2)
* A comprehensive learning support program across the P-6 classes.
* Effective program support for students with verified disabilities.
* Explicit and tailored programs for students identified as requiring learning support.
* Explicit English, Mathematics, Science, PE, Music and LOTE programs.
* Integrated units for the Learning Areas of The Arts and Technology.
* Online learning programs (Project 600 & UNIFY) for academically talented students.
* Prep – Year 6 school spelling program based on the Australian Curriculum
* Japanese as the Language Other Than English (LOTE) is taught at Year 5-6 levels.
* Increased opportunities to promote & expose students to scientific events & experiences
* Participation in McDonalds Maths Competitions

Co-curricular Activities

Extra-curricular and Co-curricular programs provided students with opportunities to enhance their learning in the following ways:
Sports:
* House and inter-school sports on a term by term basis.
* Sports trials and opportunities for higher representative honours at Northern Suburbs sub-district,
Mackay district, Capricornia Regional and Queensland State level.
* Regional Sports Development officers involved in Physical Education / Sport programs to support skill development in students as well as introducing new sports.
* Northview sporting teams including; Touch, Netball, Rugby League participating in local school and association run competitions.
The Arts:
* Musical groups - Instrumental music program, Concert band, Rock band, singing & signing choirs, and specialised talent groups including Drumming Group.
* Instrumental Music Program which incorporates individual tutoring & lessons with an extension program to be involved in the school concert band.
* School Eisteddfod teams at all age levels competing in the district competition.
* Craft club at lunchtimes run by our school chaplain
Outdoor Education & Safety Programs:
* Camps and additional off campus learning opportunities. (Yrs 4 Kinchant Dam Outdoor Education
Centre) and local educational excursions and tours. All events are to support classroom curriculum programs and student development and are approved and reviewed by school staff and P&C Executive.
* Yr 4 Bike Education program conducted in conjunction with the PCYC instructors
Extension activities offering students opportunities to challenge and extend their abilities included:
* Games club run by our school chaplain
Literacy and Numeracy areas.
* International Academic Competitions in English, Writing, Spelling, Maths, Science and Digital Technology skills
* McDonald Maths Competition, Chess Club

How Information and Communication Technologies are used to Assist Learning

During 2016, 80 workstations (20 iPads, 30 desktop computers, 30 laptop computers) across the school were available for students to use on a regular basis. Computers are located in classrooms or nearby withdrawal rooms, with a mini-lab of 30

computers located in the school's Resource Centre. During 2016 our school replaced an additional 15 of the mini-lab computers with new computers.

All classes use the mini-lab on a weekly basis to complete tasks associated with their integrated units or other planned work. Computers are used to support and enhance curriculum offerings. A variety of curriculum applications are taught to children so that ICT complements learning programs.

Examples of student utilisation of ICT tools to enhance learning experiences:
∗ All year 5 students involved in online reading projects
∗ Digital microscopes in Science in conjunction with laptOps & interactive whiteboards to analyse & record data as well as mediums to present findings to others.
* iPads used in all classrooms throughout the school during group work.
∗ Speak EZY hand held recording devices used by all classes to record oral presentations & reading samples for sharing & analysis. Digital recordings also sent via student email to identified family sources.
∗ Online "Mathletics" competition & challenge for extended learning students.
* Students utilising online "Reading Eggs" program both at school and at home.
∗ Student participation in online Literature Festivals and creative writing workshops to play an active role in live and pre-recorded programs with other stakeholders
* Student skilling in the use of programs including "Audacity" and "Book Creator" where music, dialogue and visual recordings are combined to create pieces of work that are used for persuasive purposes, entertainment, safety messages, promotion of events, invitations and recordings of special events.
* Computers and iPads began to be utilised for programming activities including Scratch in Yr 4-5
* Extension and enrichment group tasks using Lego Robotics and Spheros were also utilised in Yr 4-6

Social Climate

Overview
Our school reviews our Responsible Student Behaviour Plan on an annual basis to ensure this policy provides sufficient guidance and support for student behaviour management practices. As a consequence, our Behaviour Card Communication system was considered successful and continued across the school in 2017. This system is based on acknowledging positive student behaviours, with 85% of Behaviour Cards being issued in recognition of positive student events. Other incentives for good behaviour have included weekly Behaviour Card Assembly Draws, Student of the Week Awards, Merit Badge Awards and end of term Rewards Activities.

Warning & Consequence Cards keep parents informed of current student behaviour issues which can then be collaboratively addressed and positively resolved via a consistent home / school partnership approach.
Proactive measures are in place to equip students with skills and strategies in regard to dealing with potential bullying type behaviours. Both in class and whole of school discussions and role-plays provide students with an opportunity to practice and implement behaviours that will make them more confident and prepared if subjected to bullying. Our school also focuses on the important role of the bystander and the role they play in making our school a safe and happy place.

Our school chaplain continued to provide a pastoral care service to students and staff during 2017. Our Chaplain worked each Tuesday and Wednesday providing:
* breakfast club to all students
* lunchtime activities to encourage participation and friendship
* individualised or group support following referral from teachers or parents

Regular shared learning and interactions between year levels is encouraged and formally planned to reflect the school motto "Growing Together". This is achieved in the following ways:
* Peer / mentor reading opportunities between upper and junior school students
* Outdoor, lunch time, whole school picnics during Winter.
* Christmas concerts, School Discos and Special performances

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)	95%	96%	96%
this is a good school (S2035)	97%	98%	96%
their child likes being at this school* (S2001)	97%	98%	98%
their child feels safe at this school* (S2002)	100%	98%	98%
their child's learning needs are being met at this school* (S2003)	92%	94%	88%
their child is making good progress at this school* (S2004)	92%	92%	92%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	94%	89%
teachers at this school motivate their child to learn* (S2007)	92%	96%	88%
teachers at this school treat students fairly* (S2008)	92%	98%	81%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%	89%
this school works with them to support their child's learning* (S2010)	97%	98%	90%
this school takes parents' opinions seriously* (S2011)	84%	92%	84%
student behaviour is well managed at this school* (S2012)	97%	90%	91%
this school looks for ways to improve* (S2013)	95%	98%	98%
this school is well maintained* (S2014)	97%	100%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	99%	99%
they like being at their school* (S2036)	94%	94%	98%
they feel safe at their school* (S2037)	94%	100%	98%
their teachers motivate them to learn* (S2038)	99%	99%	99%
their teachers expect them to do their best* (S2039)	97%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	98%
teachers treat students fairly at their school* (S2041)	93%	90%	95%
they can talk to their teachers about their concerns* (S2042)	88%	94%	94%
their school takes students' opinions seriously* (S2043)	94%	84%	96%
student behaviour is well managed at their school* (S2044)	94%	94%	96%
their school looks for ways to improve* (S2045)	98%	99%	98%
their school is well maintained* (S2046)	96%	98%	98%
their school gives them opportunities to do interesting things* (S2047)	95%	90%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	90%	89%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	83%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	95%	95%

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Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
student behaviour is well managed at their school (S2074)	100%	95%	98%
staff are well supported at their school (S2075)	100%	89%	95%
their school takes staff opinions seriously (S2076)	100%	82%	93%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	93%	82%	95%
their school gives them opportunities to do interesting things (S2079)	100%	91%	90%

* 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

Many Northview State School parents generously volunteer their time to participate in the life of the school whether it be assisting in the classroom, being a member of the P&C, helping on excursions, classroom activities or just supporting the school.

Northview State School has a webpage which is actively used by parents and members of the community to keep "up-to-date" with school activities and events. The school webpage features information that allows parents the opportunity to know what is happening in the school. A school newsletter is produced each fortnight which includes information for parents about how they can best assist their child in their learning.

Northview has been operating a Facebook site since the beginning of 2015 which has provided a social media platform for communicating events, achievements and special message to parents and the community.

Teachers offer a formal parent teacher interview at the end of term 1 each year, however parents regularly take advantage of our teacher's invitations to regularly have informal conversations about their student's learning.

The Northview 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.

Respectful relationships 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.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	10	9	10
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

Despite the significant increase in enrolments our water consumption decreased between 2014 and 2017 by almost 50%.

During 2017 our staff and students continued to make a concerted effort to reduce our environmental footprint. We also gave weekly updates on electricity usage on assembly to inform our community.

Electricity usage increased by around 9000 kWh..

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	173,687	
2015-2016	161,071	1,168
2016-2017	170,362	808

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.**

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	32	32	0

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	27	18	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.**	4
Bachelor degree	25
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 $21 325

The major professional development initiatives are as follows:

- Sheena Cameron – Editing PD
- 7 Steps to writing success
- ALEA
- QCAA – developing an effective writing program
- State School Roadshow
- Community of Practice (ICP)
- Literacy Heaven
- Associate Leader Training
- Growth Mindset PD – James Anderson
- PLC Workshop
- Languages PD - Japanese

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.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

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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).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	92%	93%

*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	94%	94%	95%	95%	94%	92%	94%						
2016	94%	96%	95%	94%	96%	94%	94%						
2017	94%	94%	95%	96%	94%	94%	95%						

*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:

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%
2015	11	9	23	57
2016	6	8	27	59
2017	6	8	23	63

Proportion of Students
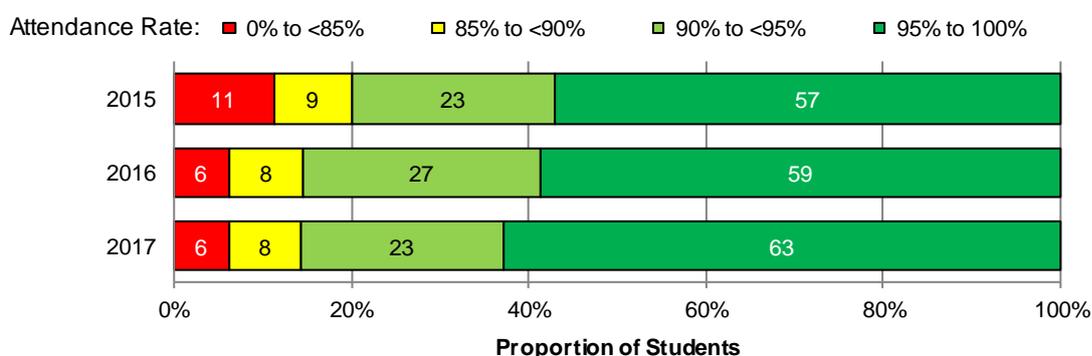
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Attendance tracking and required follow up action is performed at Northview School in the following way:

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All class rolls are marked twice daily (9am and 1.45pm) to record attendance, unexplained absences or late arrival / early departure of students. Students arriving to school late (post 9am) report to the school admin for the issuing of a late pass to present to their class teacher. This is recorded and monitored.
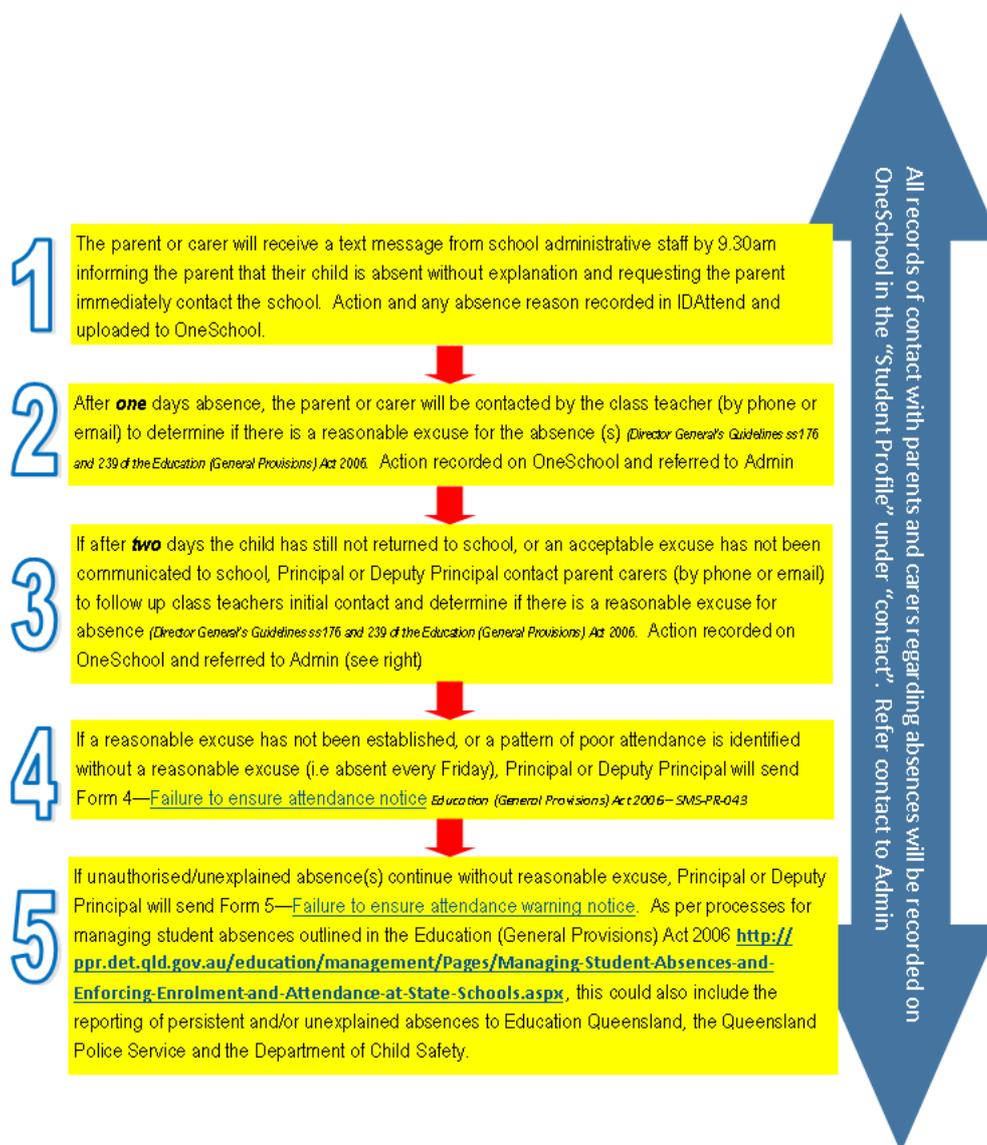
Unexplained absences resulting in 3 continuous missed days will result in a follow up call by admin staff to the Parents / Guardians requesting an explanation. This process is documented on OneSchool.

Repeated short term absences, either explained or unexplained that indicate a pattern of absenteeism and impact on student learning will also be investigated via a phone call to Parent / Guardians by admin staff. Continuation of such attendance patterns would result in a formal warning letter sent to parents outlining Educational and legal responsibilities for children attending school (as per Education Queensland guidelines). Persistent non-compliance could result in Police or Child Protection involvement.

Our school fulfils our "same day absence" notification expectation to parents when their child is an unexplained absence by sending a text by 10am each day. Through this process we invite parents to respond letting us know why their child is absent.

The flowchart below describes the expectations and roles of staff at Northview in the management of student absences.

1 The parent or carer will receive a text message from school administrative staff by 9.30am informing the parent that their child is absent without explanation and requesting the parent immediately contact the school. Action and any absence reason recorded in IDAttend and uploaded to OneSchool.

2 After **one** days absence, the parent or carer will be contacted by the class teacher (by phone or email) 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.* Action recorded on OneSchool and referred to Admin

3 If after **two** days the child has still not returned to school, or an acceptable excuse has not been communicated to school, Principal or Deputy Principal contact parent carers (by phone or email) to follow up class teachers initial contact and determine if there is a reasonable excuse for absence *(Director General's Guidelines ss176 and 239 of the Education (General Provisions) Act 2006.* Action recorded on OneSchool and referred to Admin (see right)

4 If a reasonable excuse has not been established, or a pattern of poor attendance is identified without a reasonable excuse (i.e absent every Friday), Principal or Deputy Principal will send Form 4—Failure to ensure attendance notice *Education (General Provisions) Act 2006 — SMS-PR-043*

5 If unauthorised/unexplained absence(s) continue without reasonable excuse, Principal or Deputy Principal will send Form 5—Failure to ensure attendance warning notice. As per processes for managing student absences outlined in the Education (General Provisions) Act 2006 **http://ppr.det.qld.gov.au/education/management/Pages/Managing-Student-Absences-and-Enforcing-Enrolment-and-Attendance-at-State-Schools.aspx**, this could also include the reporting of persistent and/or unexplained absences to Education Queensland, the Queensland Police Service and the Department of Child Safety.

All records of contact with parents and carers regarding absences will be recorded on OneSchool in the "Student Profile" under "Contact". Refer contact to Admin

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.**

Queensland Government

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.

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