



Noosaville State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Noosaville State School is located on the Sunshine Coast of Queensland. It is a Prep to Year 6 primary school with approximately 510 students. It also has a Special Education Unit supporting a number of students with disabilities. An Early Childhood Development Centre at the school provides support to before school age students. Noosaville State School is a modern school built in the 1990s with air-conditioned classrooms, high levels of technology use and expansive playground facilities. The school is well known for its music programs and sporting success. It is a major school in the Noosa hinterland area with strong links to the community. The school promotes well being through the use of its 4Cs (Care for Self, Care for Others, Care for School and Care for Learning). These form the basis of carefully planned social education lessons that link classes together each fortnight to revise the ways people can be positive role models and value add to our school community.

Principal's Foreward

Introduction

Welcome to the School Annual Report for Noosaville State School for 2016. This report provides parents, staff, students and the community with a comprehensive but concise picture of our school, as well as the progress we have made towards achieving our key academic goals over the past year.

At Noosaville State School it is our aim to encourage all students to "Be the Best You Can Be." We do this by taking the steps to ensure our students are:

CARING, CONNECTED, CAPABLE, CATERED for

CARING

Our school's ethos is one of CARING; where the 4 C's – **Care for Yourself**, **Care for Others**, **Care for Learning** and **Care for the School** are embedded into the daily life of the school to ensure a safe, supportive, disciplined and inclusive environment.

CONNECTED

We build positive relationships with our students, parents and our community. Information Communications Technology (ICT's) is integral. Our classrooms are complemented by the latest technology, including iPads, Interactive Whiteboards and high-speed wireless broadband enhancing teaching and learning.



CAPABLE

We focus on:

Implementing the **Australian Curriculum** with a focus on differentiation.

Improving student outcomes in:

- Literacy** - Reading Comprehension and
- Numeracy** - Problem Solving and Mental Computation

Implementing the **Art and Science of Teaching** – a framework to enhance teaching and learning practice in classroom instruction, classroom management and curriculum design, using proven research-based instructional strategies to enhance student achievement.

CATERED for

We respond to the diverse learning needs of all students (including students requiring learning support, students with a disability, gifted and talented, those with English as a second language and different cultural backgrounds). Additionally, a wide variety of extra-curricular activities that

are unique and exceptional in developing student academic, sporting, performing arts talents are provided.

I would like to extend my sincere thanks to our P&C committee, whose hard work and significant financial support to our school, assisted in our upgrading wireless capacity and improving facilities with the “*Colour Project*” and Prep play area. My thanks also for the financial support received from local groups to directly supporting our students, especially Bendigo Bank, Rotary, Lions and the Tewantin RSL.

School Progress towards its goals in 2016

NAPLAN Performance

In 2016 positive progress was achieved. A highlight was the achievements of our Year 3 students with strong performances in all areas of Literacy and Numeracy. Our performance in the key area of **Reading** has been commendable in both Year 3 and Year 5 and student participation was high. The improvements reflected our whole school commitment and hard work to and catering for **all** students through a differentiated curriculum. It also acknowledges the prior foundation work in the early years of learning.

Improving Literacy and Numeracy

IAS funding of \$ 183 202 was received from the Queensland Government. In consultation with the community, the funding assisted the school in meeting its key goal of improved reading outcomes. Support across all classes, with additional teacher-aide time, coaching for teaching staff, resourcing for class, home and professional reading resources and parent workshops to assist parents in helping their children at home was provided.

Upper 2 Band Projects

The school also was also successful in being included in School of Distance Education **Impact - Booster** programs in Numeracy and Writing in 2016. Students attended a weekly web conference, with an on-line teacher from the School of Distance Education, enabling students to connect and collaborate with students from other schools.

Future outlook

Noosaville State School is continually focussed on improving student outcomes. Our Annual Improvement Plan provides the school with the direction to guide us to be the best we can be with particular emphasis on the following areas.

CONNECTED	CARING	CAPABLE	CATERED for
<i>Engaged partners</i>	<i>Safe, supportive environment</i>	<i>Teaching quality</i>	<i>Successful learners</i>
Parent and community engagement	Positive Behaviour for Learning	Developing Professional Knowledge *Reading - Comprehension * Numeracy – Problem solving	Know our learners Analysis of student data for continuous improvement (academic, attendance, behaviour)
Transitions *Junior Secondary *Prep	KidsMatters	Australian Curriculum	Differentiate curriculum to meet learner's needs
	Social-emotional learning	Art and Science of Teaching	Whole-school Intervention Program
Contemporary learners & teachers *One School/One Portal *Contemporary Practices Resource (CPR) *Robotics *Coding	Workplace Health Safety and Well-being 	Professional Practice *Professional Learning Communities (PLC's) - planning, data, moderation *Developing Performance Framework	Projects *Investing for Success (I4S) project *Age-Appropriate Pedagogies
			

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	613	294	319	24	95%
2015*	551	252	299	30	92%
2016	511	241	270	31	92%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Most students live in the Noosaville catchment, while others came from other nearby suburbs including Tewantin, Eumundi, Peregian Springs, Sunshine Beach, Cooroy and Pomona.

A variety of learning, cultural and socio-economic diversity existed within the school community. The school catered for approximately 5% of Students with Disabilities with Hearing Impairment, Speech-Language Impairment, Autistic Spectrum Disorder and Intellectual Impairment. Students from birth to prep age, who have a suspected disability, were supported in the school's Early Development Centre. Approximately 5% of the student population was Indigenous and approximately 50 students came from a variety of cultural backgrounds, including, United Kingdom, Spain, Germany, Sweden, Saudi Arabia, Uganda, South Africa, China, Canada, USA, Brazil and New Zealand.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	24	23
Year 4 – Year 7	24	26	26
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2016 the major focus for Noosaville State School was on the implementation of the **Australian Curriculum** in English, Maths and Science, History and Geography. Curriculum into Classroom (C2C) resources, provided by Education Queensland were utilised. Other Key Learning Areas, including

SOSE, The Arts, LOTE, HPE and Technology were guided by the Queensland Curriculum Assessment Reporting Framework (QCAR). The curriculum was enriched through excursions, camps, performances and visits. Performances included Planet Rhythm (world drums and percussion), Let's Chat Habitat (sustainability) and visits from Life Education Van and Questacon Science Circus.

Whole-school Intervention Program to deliver strategic intervention in a risk-taking and collaborative environment, to maximise the learning of every student in the school. A comprehensive range of extension and support programs supported the *differentiation* of the curriculum by all classroom teachers. Data driven and evidence based decision-making ensured accountability and maximised outcomes for students through focussed teaching and learning.

Co-curricular Activities

Special Education Program (SEP) - Noosaville is recognised for its inclusive philosophy. A range of options were offered a range of options to best fit the needs of Students with Disability (SWD). Some children were able to learn and manage themselves within the regular class setting. Other students required additional support and functional activities to better equip them for life challenges. Some required a blend of both these approaches.

Specialist Programs were provided in Computer, Music and Physical Education (PE) for all students. PE also incorporated Swimming (Prep to Year 5) and Surf Skills Programs (Year 6).



Language Other Than English (LOTE) - Italian (Year 5-6) and Instrumental Music programs in Strings (Year 3-6) and Woodwind and Percussion (Year 4-6), were also offered.

Transition programs for Year 6 students moving to secondary education were undertaken with feeder high schools (Noosa District SHS and Sunshine Beach SHS), Programs involved school visits to our campus and theirs, parent information sessions and tours. In addition, the Summit Program at Noosa High brought together talented and highly motivated Years 5-7 primary students to be challenged in the areas of Marine Science, Performing Arts, Digital Design and Multimedia and Aviation and performances by Sunshine Beach SHS performing arts were showcased at our Senior Assemblies.

Transition programs for new students entering PREP were also undertaken and incorporated visits to Early Learning Centres, Parent Information sessions, School Tours and an Orientation Day.

In 2015, the Noosaville Tewanin Early Childhood Network of educators was formed to better support the transition from pre-Prep to Prep.

Noosaville provided unique extra curricula opportunities to allow children to develop personal talents, interests and special skills.

A wide variety of academic extension programs were offered.

Academic Talent Programs

Programs in Literacy and Numeracy were offered, including *Extension Literacy and Extension Maths, Readers' Cup, International Competitions and Assessments (ICAS), Tournament of Minds, Voices on the Coast Literature Festival, Interschool Debating, Public Speaking Maths Olympiad, Sunshine Coast Maths Tournament, Upper 2 Band Projects and Chess. A Maths Fiesta was also instigated in 2015.*

In addition, other, opportunities were provided for students in Sports, Leadership, Performing Arts, Languages and community events. (Refer table below.)

Sport		Performing Arts	
Surfing	Mountain Biking	Wakakirri	Rock Academy
Swimming	Running Club	Junior and Senior Choirs	Sunshine Coast Eisteddfod
Cross Country		String Ensemble	Choralfest
Athletics	Sporting Schools Program	Band	Talent Quests
Interschool Sports teams		Instrumental Music Camp	Autumn/Spring Concert
Community-based fixtures/carnivals – Netball, Touch Football, Oztag NRL Development cup, AFL Brisbane Lions Cup (boys & girls), Oztag primary Schools Carnival, King of the Mountain, Adidas Fun Run, Noosa Triathlon		Fanfare	Talent Quests
Leadership		Community	Italian
Student Leadership	Students Representative Council	ANZAC and Remembrance Days	Italian Day
Student Council	Young Leader's Convention	5K Breast Cancer Run	

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies were used extensively to assist teaching/learning. Each classroom at the school has 4 computers linked to a school-wide network of more than 140 machines. In addition, each classroom has an interactive whiteboard and data projector. A specialist air-conditioned staff training room is also fitted with an interactive white board. This is accessed by all staff as well as visiting presenters. Additionally, there are 2 Computer labs, each comprising more than 30 computers for whole class use. Education Queensland has provided all teachers at the school with laptop computers to assist with their teaching/learning needs.

All teachers integrate the use of computers in their classroom routines to enable students to receive a wide range of learning activities based around the latest technology. The school has 10 iPads in every classroom from Prep to Year 4 and a class set of 30 iPads that are used by our specialist ICT teacher. Year 5 and 6 classes are encouraged to make use of this set to enhance learning in the upper school. Specialty apps such as iMovie have been introduced to teach Video editing and Beebots to introduce coding. Continued **professional development** in ICT and the integration of various OneSchool modules has increased teachers' awareness in this area. In addition, teachers have unpacked the Contemporary Practice Package to their year levels with the help of Bob Rogers from the Digital Technologies Branch. Teachers participated in sessions on classroom suitable apps.

Social Climate

Overview

Noosaville State School operates with the belief that every child has the right to learn, free from interruption in a safe and supportive environment.

The school's **Responsible Behaviour Plan** clearly articulates the values, standards of behaviour and responsibilities of all, in promoting positive behaviour and supporting student learning.

To enact this, the school implemented the **School-Wide Positive Behaviour Support Program (SWPBS)** to maximise academic achievement while nurturing and rewarding socially desirable behaviour. How to behave was actively and methodically taught in all year levels.

Appropriate behaviour was rewarded and encouraged systemically across the school from Prep to Year 6.

The focus of SWPBS stems from the **4C's – Care for Self, Care for Others, Care for Learning and Care for the School**. The 4C's were taught to students via a series of fortnightly **Rainbow Room** lessons, which had a mix of across sectors students (P to Year 3 and Year 4-6).

The 4C's were celebrated daily within the classrooms and weekly on Assemblies with a public display of children's who have received Students of the Week certificates. 'Gotchas' were awarded to students displaying positive behaviour in the class or in the playground. As tallies accumulated, students received certificates, postcards home and badges.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree[#] that:			
their child is getting a good education at school (S2016)	98%	94%	88%
this is a good school (S2035)	98%	90%	87%
their child likes being at this school* (S2001)	98%	97%	96%
their child feels safe at this school* (S2002)	94%	94%	94%
their child's learning needs are being met at this school* (S2003)	94%	88%	87%
their child is making good progress at this school* (S2004)	95%	94%	88%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	91%	88%
teachers at this school motivate their child to learn* (S2007)	98%	94%	89%
teachers at this school treat students fairly* (S2008)	97%	89%	86%
they can talk to their child's teachers about their concerns* (S2009)	98%	97%	93%
this school works with them to support their child's learning* (S2010)	97%	89%	92%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	95%	90%	82%
student behaviour is well managed at this school* (S2012)	88%	75%	71%
this school looks for ways to improve* (S2013)	95%	93%	84%
this school is well maintained* (S2014)	94%	97%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	98%	96%
they like being at their school* (S2036)	95%	99%	93%
they feel safe at their school* (S2037)	96%	96%	95%
their teachers motivate them to learn* (S2038)	95%	98%	98%
their teachers expect them to do their best* (S2039)	100%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	91%	96%	97%
teachers treat students fairly at their school* (S2041)	86%	93%	86%
they can talk to their teachers about their concerns* (S2042)	89%	97%	92%
their school takes students' opinions seriously* (S2043)	88%	90%	88%
student behaviour is well managed at their school* (S2044)	79%	80%	72%
their school looks for ways to improve* (S2045)	98%	97%	94%
their school is well maintained* (S2046)	93%	99%	94%
their school gives them opportunities to do interesting things* (S2047)	95%	94%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	91%	84%
they feel that their school is a safe place in which to work (S2070)	98%	93%	95%
they receive useful feedback about their work at their school (S2071)	95%	82%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	96%	95%
students are encouraged to do their best at their school (S2072)	98%	95%	93%
students are treated fairly at their school (S2073)	100%	91%	87%
student behaviour is well managed at their school (S2074)	91%	73%	62%
staff are well supported at their school (S2075)	88%	76%	68%
their school takes staff opinions seriously (S2076)	83%	74%	65%
their school looks for ways to improve (S2077)	98%	91%	86%
their school is well maintained (S2078)	95%	96%	95%
their school gives them opportunities to do interesting things (S2079)	92%	82%	93%

* Nationally agreed student and parent/caregiver items

Performance measure

Percentage of school staff who agree [#] that:	2014	2015	2016
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'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

The school worked hard to develop strong partnership with its parents/carers, encouraging their education as a significant part of their own, and their child's success.

Consultation processes including Meet the Teacher, Parent Teacher Interviews regarding adjustments to assist students with diverse needs to access and participate fully at school were conducted.

Parents/carers were also encouraged to be involved in the life of the school through;

- Membership of the P&C, their extensive Parent Representative Group and through assistance in their tuckshop and fund-raising activities. Fund-raising activities included Discos, Drive-in Movie Night, Mother's and Father's Day stalls, Trivia Night, Fun Run, Arts Extravaganza and Christmas Fair. The P&C's motto "Get Involved" reinforced the idea that *'when we all work together we can make the school and its students the best they can be'*.

There was an increase in parent, staff and student support at many activities including:

- Welcome/farewell events e.g. new families, Graduation.
- Volunteer assistance in classrooms with Literacy and Numeracy programs as well as swimming, excursions, camps etc. The annual thank you Volunteer Morning Tea was hosted.
- Attendance at school functions, special events and working bees
- Parent Education programs offered in Reading, Oral Language and Maths.

Parents/carers were kept informed through fortnightly school newsletters, email broadcasts, web-site and noticeboard as well as class newsletters, emails, parent teacher interviews and meetings and its extensive Parent Rep Network.

Respectful relationships programs

Chaplaincy Program - The chaplain is a role model and mentor to students and provided in-classroom educational support as well as social emotional support to students and their families and spiritual support when requested. The Chaplain also participates in school extra-curricular activities and works with other support staff to help students be successful at school. Self-esteem and values programs, including, Circle Time, SHINE, Woodworking and Supa Club were scheduled and a daily Breakfast Club operated.

The school used the **KidsMatter** framework to assist staff, parents and carers to work together to create settings that better support children's social and emotional wellbeing needs.

In 2016, the school participated in National Day of Action Against Bullying and Violence, Harmony Day and Day for Daniel.



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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	7	12	4
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Like all schools, Noosaville faces the challenge of providing a supportive and comfortable learning environment for its students, while being mindful of its impact upon the world. Although the school has air-conditioners, they are managed with clear protocols and set to 25 degrees Celsius. Electricity use has been offset by the installation of 24 solar panels. Benefits will be achieved over time with reduced environmental impact. Installation of water tanks for toilet needs, lockable taps and flow restrictors have also been installed. Blue-lid, glass and scrap bins to assist our paper and recycling efforts as well as the instigation of the Rubbish Buster initiative. Even though the Council no longer runs the TravelSmart Sunshine Coast School program, the school continues to implement TravelSmart practices aimed at reducing traffic congestion, greenhouse emissions and improving health and the environment. Each semester a weekly TravelSmart Challenge occurs with the TravelSmart Trophy being awarded to the class recording the most daily use of TravelSmart methods of coming to school. The school has developed a Green Travel Plan of activities and initiatives to encourage greater use of sustainable transport options to school, by walking, cycling, using public transport and carpooling to school. Throughout the year the school conducts many initiatives, participating in and raising awareness of Clean-up Schools, Walk to School, Ride to School and World Environment Days and also included a Cycle Skills program (funded by the P&C) for Year 4 students in the curriculum.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	226,358	13,113
2014-2015	216,566	15,551
2015-2016	214,975	18,638

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

Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	44	27	0
Full-time Equivalent	36	19	0

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	4
Bachelor degree	30
Diploma	6

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 was \$19,000. Professional development for staff continued to be a priority. With a broad range of employee roles, including leadership, teaching, specialist and support staff as well as teacher aides and ancillary staff, the school provided a range of opportunities including private and regional consultants, on/off site conferences, workshops, planning sessions and use of One Channel, the Learning Place and courses tailored to meet needs of staff 2016.

Professional Development focussed on collaborative team building and well-being initiatives as well as ACARA, Science, ICT's Behaviour Management, Workplace Health and Safety (WH&S) and rehabilitation and return to work (RRTWC).

The use of Student Free Days and mid-term Twilight sessions, also helped focus training on key priorities (Australian Curriculum, Literacy, Numeracy, ICT's, Well-being, Performance Development, Behaviour Management, WH&S, RRTWC), the completion of mandatory training (Asbestos, Child Protection, Code of Conduct, Curriculum Risk Assessment, Keys to Managing Information, Health, Safety and Well-being, First Aid/CPR etc.) and Staff Meetings supported curriculum and learning (moderation, data review, planning and goal setting)

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	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 2016 for all Queensland Primary schools was 93%.

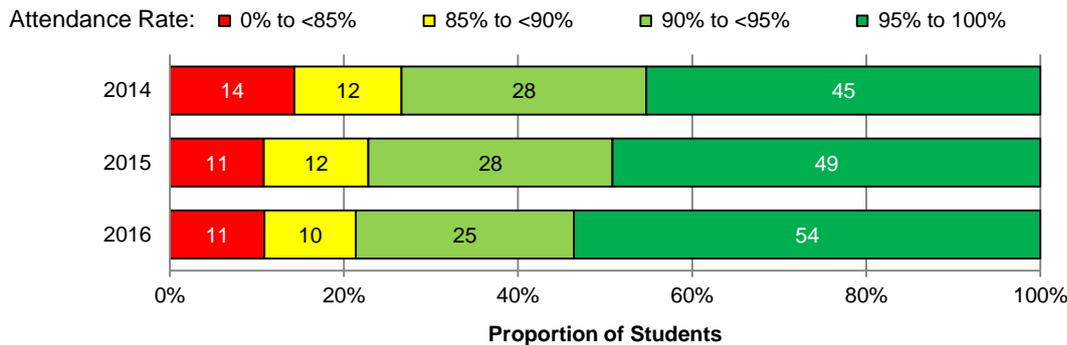
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	91%	92%	93%	94%	91%	91%	92%					
2015	94%	92%	92%	95%	91%	95%	92%						
2016	92%	94%	94%	93%	93%	93%	95%						

*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:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Non-attendance was managed in state schools in line with DET policies, SMS-PR-029: *Managing Student Absences* and SMS-PR-036: *Roll Marking in State Schools*, which outline the processes for managing and recording student attendance and absenteeism. Noosaville used electronic rolls, which teachers mark at the beginning of the day and review after lunch with the appropriate coding to track absences used. Rolls were collated daily and unexplained absences greater than two days notified were followed up promptly. Automated absence notes are sent for unexplained absences at the end of each week and regular reminders are sent during the term to seek information not provided through original requests. The Principal and Guidance Officer review ongoing absences so that support can be provided to families requiring assistance or process can be followed for 'compulsory schooling' letters. Parents are regularly reminded of the importance of sending children to school on every school day unless there is a reasonable excuse for the student to be away, such as illness in newsletter.

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/>.

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Be the best you can be.....