Beerburrum 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

Located on the Sunshine Coast at the foot of the Glasshouse Mountains, Beerburrum State School has developed an excellent reputation for achievements in academic and community activities. We are a composite setting covering Prep to Year 6. We believe that composite groupings enhance continuity in teaching and learning, and the forming of positive and effective relationships between teachers and students, and between students. Advantages of mixed age groups are; that younger students benefit from the positive role models of older students while older students have the opportunity to develop and display leadership.

Learning in a composite setting has students:

- working on activities independently and/or in a range of groupings

- building cooperative learning skills, e.g. sharing, turn taking, listening, mentoring, negotiating and considering alternative points of view

- working with others at times who have similar or different capabilities

Vision

Beerburrum State School is a professional and caring learning community with a focus on continuous improvement in student outcomes. We believe that all students have the right to learn in a safe and supportive learning environment - within this environment all school community members treat each other with respect and take responsibility for their actions.

We are committed to effective partnerships within and beyond the school community. Parents are valued as partners in their child's learning and supported through the provision of open communication and, opportunities for active participation and consultation.

"Every child, learning every day" through doing their best is our collective aim.

Values

Collaboration

Integrity

Supportive Learning Environment

Values at Beerburrum State School are enacted through: "Learners and teachers working together to ensure that every day, in every classroom every student is learning, achieving and experiencing success."

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Introduction

Queensland schools annually publish information to parents about student and school performance. The School Annual Report is a public document that provides output and outcome information on the achievement of the goals outlined in the school's Annual Implementation Plan. It highlights the school's strengths and sets out targets for improvement in the following years. The School Annual Report is available from the school website or in paper form from the school office upon request.

We take pride in the work of the students and staff at Beerburrum State School and trust that you will find this report informative. If you would like to discuss this report further please contact the school

School Progress towards its goals in 2017

Focus Areas in 2017	Actions successfully undertaken to address focus areas
Curriculum priority - Reading	• Embedded Reading (using Sheena Cameron's Comprehension strategies and Pearson's Gradual Release of Responsibility model) throughout the whole school • Whole School Pedagogical Framework: Explicit teaching cycle developed and implemented in classrooms • Individual learning goals for identified students developed and monitored through Learning Support in 2017 – with improvements in PM Benchmark and/or Prose levels • Finalised and implemented the school's 'Whole School Approach to Reading' policy
Curriculum priority – Writing	• Introduced Writing (using Sheena Cameron's Writing strategies and Pearson's Gradual Release of Responsibility model) in Prep to Year 2 • Professional development was undertaken by Prep to Year 2 teachers. This included classroom observations and provision of feedback by Regional English Head of Department. • Implemented and displayed Individual student PM Benchmark Rocket bookmarks – showing target & progress for P-2 students • Displayed Individual student data for Magic Words – showing target & progress for P-2 students
NAPLAN Online preparation	• Supported students to be confident ICT users and skilled in reading and writing digital texts. • Purchased online programs Typing Tournament and Matific for implementation in 2018 • Introduced Digital Technologies curriculum to support student digital capability and enhance staff digital capability • School Readiness - through collaboration with Regional Technology Manager the following actions were undertaken: Wireless upgrade completed; Router also upgraded and Asset Replacement Schedule 2018 to reflect further switch replacement. Plus part-time Information Technology and Communication personnel appointment to take place in 2018

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Future Outlook

Focus Areas in 2018	Actions to be undertaken
Curriculum priority – Writing (Sheena Cameron and Pearson's Gradual Release of Responsibility model) – whole school approach	• Introduce Writing (using Sheena Cameron's Writing strategies and Pearson's Gradual Release of Responsibility model) throughout the whole school • Writing collections: collect and analyse data on year level appropriate markers – sentence structure, vocabulary and punctuation
Develop a Whole School Feedback Culture across Reading and Writing	• Develop a Feedback Culture – collegial classroom observations and feedback process to be established • Writing collections: provide and record feedback to students • Individual Learning Goals on Reading and Writing - displayed in all classrooms • Build procedures that enable students to clearly articulate their Writing and Reading Learning Goals • Introduce the use of exemplars for English C2C Units
NAPLAN Online preparation - ongoing	• Support students to be confident ICT users through access to online programs Typing Tournament and Matific. • Set up the Library as a Computer Lab; including access at play breaks • Allocate funding to upgrade ICT resources for students

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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	148	63	85	10	89%
2016	114	44	70	10	81%
2017	92	39	53	13	86%

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
Beerburrum State School is located at the southern end of the Sunshine Coast. Beerburrum Township is a small rural community with an approximate population of 600 residents (as per 2011 Census statistics) that consists of established residential blocks, mixed farming, poultry and state forestry. The main facilities in the town are the post office, café and town hall. Easy access to major highways sees many of our parents working in the Glasshouse and Caboolture areas with a considerable number commuting daily to Brisbane.
Beerburrum State School is a co-educational school for students from Prep to Year 6. Five classroom teachers operate in co-operative classrooms with an approximate 20-25 students in each class. Classes may be either single year level or composite; with two year levels combined. Diversity is valued in all classrooms and throughout the school. Our school's inclusive practices mean that we attract students who are at various developmental stages. Beerburrum State School's vision is to optimise every student's opportunity to achieve his or her potential, whilst valuing and supporting students in aspiring for the pursuit of excellence.

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	25	21	18
Year 4 – Year 6	24	21	26

Curriculum Delivery

Our Approach to Curriculum Delivery
Beerburrum State School aims to equip students with the skills to be holistic life-long learners. Exposure to a range of cultural, sporting and academic activities that will improve student outcomes is a priority:
- Implementation of the English, Mathematics, Science, Geography and History C2C units reflects the nationally mandated time requirements
- In 2017 all students engaged in the Australian Curriculum Digital Technologies and The Arts (Visual Arts and Drama)
- Specialist programs were provided for Physical Education and Music
- Spanish language instruction was provided for students in Years 5-6. In addition, a cultural awareness program in Spanish was provided for Prep to Year 4 students.
- You Can Do It – Social Awareness Program *(further information provided in Social Climate section)*

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- Integration of information and learning technology through the use of interactive whiteboards plus lap tops and iPads
- Learning support provision within the classroom and Flexible Learning Centre to aid differentiation of student learning
- Stephanie Alexander Kitchen Garden Program Prep – Year 6

Co-curricular Activities
- Music Groups – Choir, Guitar and Xylophone
- Instrumental Music lessons
- Stephanie Alexander Kitchen Garden program
- Inter and intra school sporting events
- Annual Athletics and Swimming Carnivals
- Annual swimming lessons (P-2) and Surf skills (Years 3-6)
- School Leadership opportunities: in the form of Student Leadership forums in the Moreton Bay Cluster, leading Weekly Parades and representing the school at key local events (e.g. ANZAC Day parade and ceremony; Soldier Cemetery rededication ceremony)
- National Young Leaders Day – Student Leaders
- Overnight excursion for Year 2 & 3 – Sea Life
- Annual Camp for students in Years 4-6. This alternates between a beach and bush experience.

How Information and Communication Technologies are used to Assist Learning
Information and Communication Technology (ICT) is embedded in all aspects of the curriculum and is used in learning across all year levels. Students at Beerburrum State School have a high level of access to computers throughout the school. A bank of laptops and iPads are available to classes from our Library. All teaching spaces utilise interactive whiteboard technology and our school's Library can be utilised as an additional ICT rich learning space. In 2016 the school enhanced internet access for students and staff by becoming wireless. In 2017 the wireless and Band width upgrades were finalised. A computer lab will be set up in the Library in 2018 thus enhancing student access to Information and Communication Technologies.

Social Climate

Overview
Beerburrum State School offers a safe and supportive environment for all students. Students are explicitly taught to seek solutions to social issues through the "You Can Do It" and the "The High Five" programs. The school has a strong community feel which is enhanced by a sense of understanding and caring for one another.
The school utilises the expertise of a number of student support personnel forming our Wellness Team. The Wellness Team is formulated to assist teachers and families with managing student needs and issues. Behaviour and social skilling programs are developed for "at risk" students as well as managing and monitoring the use of resources and strategies used to target individual learning needs. The team includes:
- Special Education Teacher
- Learning Support Teacher
- Guidance Officer
- Chaplain
- Head of Special Education – Glasshouse Cluster of schools
- Principal

The school's chaplaincy service offers additional support to students and parents through a range of offerings including:
- Chat with "Chappy" – a service directed towards parents offering them a non-judgemental platform to raise and discuss a number of issues relating to parenting.
- "Chappy Pantry" – a food service for students who come to school without lunch.
- "Lunchtime Craft" – students are offered an arts and craft program at different times of the year as an alternative to outside play.
- "Friends for Life" – a social skill program offered dependent on identified student needs

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our school plan expectations for student behaviour are clear to everyone; aiding the creation of a positive and productive teaching and learning environment. The school's code of behaviour is built upon its three core values of Be Safe, Be Respectful, and Be a Learner. Our "Student of the Week" program based in our weekly school parades celebrates the achievements of our students.
Individual and intensive behaviour support may be co-ordinated through the development and regular review of an Individual Behaviour Support Plan (Intensive). Clearly aligned with The Code of School Behaviour as well as relevant legislation and policy support provided at this level is geared to meet the student's specific needs and in doing so aims to assist the student in reaching agreed goals. The social-emotional, behavioural and academic development of the student is our objective and an Individual Behaviour Support Plan (intensive) is the avenue through which support can be provided.

A crucial component of the Beerburrum whole school approach to positive behaviour support is the 'You Can Do It' Program. The Program has been adopted throughout the school to encourage the use of positive thinking processes. Based on Five Essential Keys to Success (Organisation, Confidence, Persistence, Getting Along and Emotional Resilience), the program provides each person with strategies and attitudes through which to view the world. Self-Talk and thinking through one's response to given circumstances are central to the program. The 'You Can Do It' values are taught throughout the program and form our Beerburrum State School Value Expectations.

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Parent, Student and Staff Satisfaction

School Opinion survey data for 2017 shows that the overall agreement for Parents and All Staff are trending up strongly. 100% of parents believe that their child is getting a good education at the school and that their child's learning needs are being met. In addition, 100% of parents indicated that their child likes being at the school and feels safe. All Staff data shows that 100% of staff continue to enjoy working at the school and feel safe here.

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)	74%	83%	100%
this is a good school (S2035)	79%	83%	100%
their child likes being at this school* (S2001)	84%	89%	100%
their child feels safe at this school* (S2002)	84%	83%	100%
their child's learning needs are being met at this school* (S2003)	84%	78%	100%
their child is making good progress at this school* (S2004)	74%	83%	100%
teachers at this school expect their child to do his or her best* (S2005)	95%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	83%	86%
teachers at this school motivate their child to learn* (S2007)	79%	89%	100%
teachers at this school treat students fairly* (S2008)	74%	94%	93%
they can talk to their child's teachers about their concerns* (S2009)	89%	89%	100%
this school works with them to support their child's learning* (S2010)	79%	78%	100%
this school takes parents' opinions seriously* (S2011)	79%	78%	93%
student behaviour is well managed at this school* (S2012)	74%	72%	73%
this school looks for ways to improve* (S2013)	84%	89%	93%
this school is well maintained* (S2014)	89%	78%	87%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	86%	94%	89%
they like being at their school* (S2036)	94%	86%	83%
they feel safe at their school* (S2037)	96%	94%	76%
their teachers motivate them to learn* (S2038)	94%	97%	94%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	90%	100%	94%
teachers treat students fairly at their school* (S2041)	92%	89%	81%
they can talk to their teachers about their concerns* (S2042)	86%	86%	78%
their school takes students' opinions seriously* (S2043)	83%	83%	59%
student behaviour is well managed at their school* (S2044)	71%	84%	50%
their school looks for ways to improve* (S2045)	90%	94%	83%
their school is well maintained* (S2046)	92%	97%	83%

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Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their school gives them opportunities to do interesting things* (S2047)	90%	92%	72%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	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)	87%	100%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	93%	100%	85%
student behaviour is well managed at their school (S2074)	80%	100%	85%
staff are well supported at their school (S2075)	87%	93%	92%
their school takes staff opinions seriously (S2076)	80%	100%	100%
their school looks for ways to improve (S2077)	93%	100%	100%
their school is well maintained (S2078)	80%	100%	100%
their school gives them opportunities to do interesting things (S2079)	93%	100%	92%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement
Parents/caregivers are considered to be an integral part of our students' education. We appreciate the support and contributions of our community members. Open communication is the key to the partnership between the school and parents. Staff at Beerburrum State School encourage parents to take an active interest in their child's education through a range of activities and strategies that keep parents well informed.

These include:
School Activities
• All parents/caregivers are strongly encouraged to support and become members of the School P&C Association. Our P&C meetings are held on the third Thursday of each month
• Parent/caregiver participation in P&C fundraising
• Parent/caregiver participation in the Stephanie Alexander Kitchen Garden Project and school based gardening project

Curriculum and Academic Success
• Invitations to class and school performances
• Parent- teacher interviews in Semester 1 and 2 each year
• Semester report cards
• Individual Curriculum Plan consultation with parents *(see below for further information)*
• Access to the Management of Young Children Program as part of the Glasshouse Cluster of schools
• Prep orientation/transition program in Terms 3 and 4
• Fortnightly newsletter articles written by class teachers – available online and paper
• Beerburrum State School Facebook page
• Articles in the local newspaper
• Parent/caregiver contact via phone and email

Prep Transition
We offer four Prep Transition days for parents/guardians and their child to become acquainted with our school. These also provide an opportunity to meet other parents who are going through the same experience – having their child start school. The sessions include meeting specialist and support staff and P&C members. Sessions cover Prep readiness, an overview of a Prep's day, our Stephanie Alexander Kitchen Garden program and working collaboratively with your child in the classroom. Prep "Take Away Goodie" Bag (including Prep Prospectus & child-parent activities) are provided in the last session to support transition to school.

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Whole School Approach to Support Student Learning

In 2017 our school policy 'Whole School Approach to Support Student Learning' was finalised. The Beerburrum State School Whole School Approach is informed by the Education Queensland 'Whole School Approach to Support Student Learning' policy document. This document is a key part of the 'P-12 Curriculum, Assessment and Reporting Framework' (2017) which specifies the requirements for each Queensland state school in delivering the curriculum.

At Beerburrum State School, we recognise that every student has the ability to learn and should be able to demonstrate progress in their learning. Our Whole School Approach Plan is a cohesive and inclusive response to diverse learning needs through the continuum of support.

Our policy clearly sets out our Individual Curriculum Plan consultation process and our communication with parents. This process begins with referral to our school Wellness Team. Upon receipt of supporting documentation (which may include: Guidance Officer and/or Speech Language Pathologist assessments, academic reports, work samples and, standardised and diagnostic assessments) the Special Education Teacher will meet with the student's parent to discuss setting up an Individual Curriculum Plan that meets the student's identified learning needs.

Differentiation planning, and processes are also set out in this policy. At Beerburrum State School we believe that effective differentiation maximizes student learning and lies at the heart of quality pedagogy and classroom practice. It is reflected in curriculum planning and enacted through the differentiated daily interactions between the teacher and student.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful, equitable and healthy relationships. Our Responsible Behaviour Plan encourages a supportive approach that builds relationships, and encourages children to take responsibility for their behaviour. In 2016 we became part of the annual 'Bullying NO WAY!' program. Anti-bullying strategies were reviewed in all classrooms to encourage students and teachers to rebuff any bullying behaviour. This was continued in 2017 with a focus on addressing Bystander Behaviour.

Our school rules are Be Respectful, Be Safe and Be a Learner. These expectations are communicated to students via a number of strategies for promoting and encouraging appropriate behaviour, including:
- Behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons on School Parades and during active supervision by staff during classroom and non-classroom activities
- A consistent approach to Classroom Behaviour Management across the school
- Modelling by all staff
- Student of the Week Award
- Congratulatory Post Card or phone call
- Monthly acknowledgement of students who have attained 100% Green Days in their Attendance and Behaviour Booklet
- Whole School approach focusing on the 'You Can Do It' Program
- School newsletter, school website and school Facebook page

In 2017 we introduced the 'Rock and Water' program for Year 5 and 6 students. The 'Rock and Water' Program applies a physical/social approach to help children increase their self-realisation, self-confidence, self-respect, boundary awareness, self-awareness and intuition. A goal for the course is teaching students social competency involving the development of an awareness of their own strengths and capabilities and the ability to play, work and live respectfully together in a rapidly changing, multicultural society.

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	14	14	14
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

Data is sourced from the school's annual utilities return. Electricity use is reflective of the large and increasing number of computers and their associated costs. Air conditioning was installed in the Library in 2016 and resulted in an increase in electricity usage. An 8KW solar system is installed at our school. The school is able to monitor its energy use and generation through the solar schools web page at http://www.solarschools.net/

The use of natural light, rain water, energy saving light globes, water saving toilets and general power saving procedures are additional sustainability measures. An additional water tank and watering system was put into service in 2016 to provide water to the front gardens. In 2017 the school took part in National Tree Day with planting and mulching of the Stephanie Alexander Kitchen gardens. A Butterfly garden will be created in 2018 to support the Richmond Birdwing Butterfly habitat corridor within the Glasshouse Mountains area.

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	10,240	
2015-2016	22,651	
2016-2017		5,415

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

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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	11	6	0

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	7	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	6
Diploma	3
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 $8858

The major professional development initiatives are as follows:

- Principal Leadership Capability Development

- Principal attendance at State and Regional Conferences and Forums

- Business Services Manger Capability Development

- Teacher release to work with the Principal on the school's curriculum development

- Teacher release to work with the North Coast Region's Head of Curriculum (English) and Super Sixes school cluster on the Australian Curriculum and writing strategies.

- Teacher aide symposium

- Non Violent Crisis Training

- Rock and Water Program training

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.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 78% 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).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	91%	91%

*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.

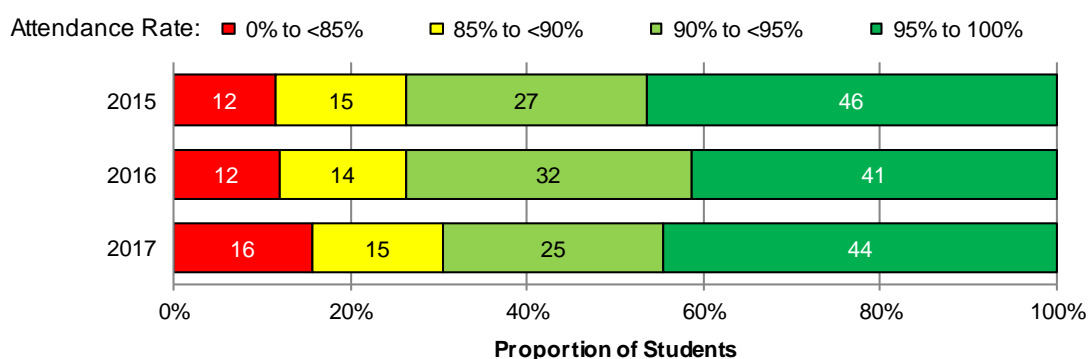The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

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	92%	94%	90%	92%	90%	93%	93%						
2016	91%	93%	94%	93%	92%	91%	93%						
2017	93%	93%	93%	94%	92%	92%	92%						

*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	12	15	27	46
2016	12	14	32	41
2017	16	15	25	44

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.

It is a legal requirement that students attend school all day, every school day. Teachers at Beerburrum State School are required to comply with the roll marking in state schools and managing student absences and enforcing enrolment and attendance at state schools procedures. This ensures accurate representation of school and student attendance rates, and appropriate management of student absences.

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At Beerburrum State School we believe strongly in the Education Queensland policy of 'Every Day Counts'. Our school actively promotes that students are at school every day, on time and ready to learn. If a student arrives late they must sign in at administration and receive a late slip to provide their class teacher. If a parent/caregiver collects a student early they must also sign in at administration; declaring the reason for the early departure.

Processes for roll marking:
• record whether a student is present or absent at a designated roll-marking session (twice a day) using consistent symbols
• follow the procedures contained within the OneSchool roll marking wizard
• absences of an unauthorised or unexplained nature that occur for a period of up to 3 days are followed up by the Administration Officer through generation of Absence letters through the OneSchool system
• There is an absentee line for parents/caregivers to ring if their child is absent
• Parents/caregivers must apply for exemption from compulsory schooling if, for a period of more than 10 consecutive school days, their child cannot attend school or it would be unreasonable in the circumstances to require the child to attend school.
• Should there be ongoing unexplained or unauthorised absences these are followed up by the Principal via either a phone call or letter.

At Beerburrum State School we have a Student Attendance and Behaviour Booklet that is completed by students on a daily basis. This is used by staff to monitor student attendance and follow up with parents. A copy of each student's information is sent home to parents at the end of each term. The data also forms the basis of students' inclusion in each term's Reward Certificates Parade and Reward Day.

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

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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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