



Allenstown State School

# ANNUAL REPORT

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

*Every student succeeding. State Schools Strategy 2016-2020*  
Department of Education and Training



## Contact Information

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## School Overview

Allenstown State School has a long history and proud tradition of providing quality educational experiences to Rockhampton students. Beginning in 1877 the school has undergone many transformations to stand as it does today, and through this time has served the learning needs of over 20 000 students. We are a co-educational state primary school that caters for all students from Prep to Year 7. Our core purpose is to be highly respected in the local and wider community for our high standards, quality student achievements, effective teaching, and successful relationships. Our school vision 'Embracing the Past, Empowering the Future' reflects our commitment to delivering contemporary learning experiences, while valuing our past, to prepare our students for life and work in the 21st century. At Allenstown State School are committed and professional staff who know their students well, have high expectations for their social and academic success and work with students to reach their best. Along with prep, primary and special education teachers, the school has specialist teachers for physical education, classroom music, instrumental music, information literacy (teacher-librarian), with a Closing the Gap teacher, a literacy coach and a teacher of Japanese. We also have trained staff to support students with special needs including an intervention teacher and speech-language teacher aide for Prep to Year 2, support teacher for literacy and numeracy, a guidance officer and a chaplain. The school leadership is comprised of Principal, Deputy Principal, Head of Curriculum and Head of Special Education Services. Our curriculum programs reflect the Australian Curriculum and the Queensland Curriculum Assessment Framework. Our explicit improvement focus is reading comprehension and our school has improved our students' achievements in NAPLAN and other standardised testing over the last two years through attention to teaching strategies that are responsive to student needs, setting high standards and targets, frequently monitoring every student's reading abilities, and ensuring our resources are utilised effectively. Another aspect of school life that plays an important role in our school community is our sports programs. Students participate in sporting competitions with other schools, including swimming and athletics, or participate in sporting activities at school where members of the local sporting community coach our students in sports not generally available to primary students (eg. lawn bowls, indoor bowls, cheerleading, karate, badminton, circus skills). The Arts is another important part of our school community. All students participate in the Annual Speaking Competition, the Annual Talent Show, and the Christmas Concert. Every year, older students also join with the local high school Performing Arts faculty to choreograph and perform in a community concert called MADD (Music and Dance and Drama). ICTS are an integral part of the teaching and learning in every classroom. Several staff, including teacher-aides, have high-level skills and knowledge and mentor other staff. Students in Years 5 onwards have access to a 1:1 laptop program and Year 5 classes are enhanced ICT classrooms. Students with disabilities have access to ipads for their daily learning. As a school we implement the program, School Wide Positive Behaviour Support, and we have clear and positive expectations for our school community: Always Learning, Always Present, Always Respectful, Always Safe. To support our students to be successful, the school provides a social and emotional learning program throughout the year, including education about protective behaviours, cyber-safety and careers aspirations. Leadership and self-esteem programs are a focus for girls and boys in the last two years of school, these programs being conducted and supported by community groups in conjunction with our school. Our Wraparound Services Centre, one of our National Partnership Strategies to build student wellbeing, collaborates with community organisations to provide our parents with opportunities to learn about and access programs that can assist their families. The school works with local Indigenous Elders and community groups to help our students achieve well academically and socially. Our parent body, Parents and Citizens Association, is a very supportive group and works tirelessly with the school community to raise funds for our students and provide the school with perspectives about school direction and focus as we work together to achieve our core purpose.

## Principal's Foreword

### Introduction

This report provides an overview of the achievements, developments and challenges for Allenstown State School during the 2016 school year, and our future direction in 2017. The report is written in three sections: *Our school at a glance*, *Our staff profile and performance of our students*.

*Our School at a Glance* details the school profile, curriculum offerings, school climate and parents, student and staff satisfaction with the school. This section also describes how our parents are involved with their child's education and how the school is reducing our environmental footprint.

*Our Staff profile* outlines the composition of the staff at Allenstown State School, teacher qualifications, expenditure on professional development, staff attendance and retention, and school income by funding source.

The *Performance of our Students* section provides information on student attendance and student achievement on systemic measures in Years 3, 5 and 7.

## School Progress towards its goals in 2016

During 2016 the Allenstown State School had two explicit improvement agenda – reading and student behaviour. These agenda were selected based upon data scans of previous years showing that student behaviour was significantly disrupting the teaching and learning process and not allowing a culture that supports learnings to effectively develop. The scan of reading data, dating back over some years showed that while the school had started many reading reforms previously, none had been effective in raising the reading achievement levels of Allenstown students in either systemic collections such as NAPLAN or school based collections of reading data.

The steps that were taken / implemented in relation to the reading agenda included:

- Reviewing and refining the number, type and regularity of reading data collections via a new school data plan / schedule;
- Providing focussed professional development for teachers and teacher aides in relation to the explicit teaching of reading instruction;
- Having a program of regular classroom visits and observations of class reading sessions to provide feedback to teachers on their practice;
- The purchasing of specific reading materials to support the work of teachers;
- The alignment of student support services with the reading agenda and ensuring that learning support staff and the HOC were supportive and skilled in this area;

The reading agenda was able to move forward during 2016 however, results from data collections such as NAPLAN indicate that further work will need to be done.

The steps that were taken / implemented in relation to the student behaviour agenda included:

- Reviewing data and student behaviour processes from previous terms, and years;
- Having a SET scan of the schools positive behaviour for learning (PBL) processes undertaken and analysed;
- Working with staff to determine 'quick fixes' and longer term strategies that could be implemented to address specific identified behavioural issues;
- Having all staff complete a professional development session that focussed on PBL processes and protocols to ensure a wide understanding of the program;
- Having specific members of the school PBL team undertake deeper training to allow them to lead work in this area;
- Implementing a PBL budget to support the work of this team within the school;
- The development of very clear, precise and explicit documents for teachers to follow when behavioural incidents occurred and the relevant professional development to ensure whole of staff implementation of the measures / processes. Documents such as the major / minor incident chart; whole school classroom management plan and 'chill in / chill out' procedures were all products of this work and have refined school processes;
- The regular collections of behavioural data (positive and negative) and the regular celebration of positive student behaviour;
- Ensuring that data related to positive student behaviour was being collected, collated and published at regular intervals;
- The implementation of 'events' for students who had achieved positive behaviour levels set within the PBL program.

The student behaviour agenda moved very positively forward and data indicated that student referrals for behaviour incidents was down on a term by term basis from previous years.

## Future Outlook

In 2017 the Allenstown State School explicit improvement agenda will be:

- Reading – a continuation of work started in 2016 with further development of all processes / procedures
- Student behaviour / engagement – a continuation of the positive work started in 2016 but with a focus related to engaging students in their engagement rather than specifically focussed on behavioural outcomes.
- The ICT upskilling of staff – this will be added to our explicit improvement agenda to ensure that Allenstown staff are skilled and knowledgeable to move forward with the ICT demands of the curriculum and of society in general.

In 2017 the reading agenda will have a strong focus on developing the comprehension skills of students who have already achieved the ability to decode text. This will be done via:

- Grouping students according to specific needs identified in data sets and providing intensive and focussed instruction in comprehending text using materials such as the Sheena Cameron strategies
- Supporting the classroom teachers by implementation of an uninterrupted literacy block where support staff such as teacher aides are available in all classrooms to allow reading group strategies to be developed
- Providing the extra support option to staff of a literacy coach – a person able to work with and beside teachers to help them collect and analyse data and determine suitable learning pathways for students both individually and collectively
- Continuing the provision of high quality professional development for all staff that is aligned to the schools reading agenda
- Focussed conversations with staff regarding reading data and instruction
- Developing and implementing a collegial model of classroom observation and feedback
- Continuing analysis of data collections (both systemic and school based)

In 2017 the student behaviour / engagement agenda will strive to maintain the positive work of 2016 via:

- Continuing to ensure that all staff are managing student behaviour within the existing PBL framework and processes.

- Having several staff members complete training in classroom profiling to allow them to collect specific data from focussed classroom observations
- Having all staff complete professional development activities related to the essential skills in classroom management

In 2017 the ICT upskilling of staff agenda will work towards the upskilling of all staff generally and also with a more specific focus for identified workgroups within the school (eg class teachers, teacher aides, admin staff). This will be done via:

- The initial introduction of an iPad class – a focussed approach for one class who will use a set of iPads as their key learning tool across all curriculum areas;
- The use of internal expertise to run regular PD sessions that have a focus on the requested needs of school staff members;
- The provision of iPads to teaching staff members during the year to allow them to familiarise themselves with the technology prior to a focussed and fully integrated ICT approach across all cohorts;
- The specific and focussed upskilling of key identified staff members who will in turn provide advice to colleagues via a class release model.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	404	196	208	86	92%
2015*	345	156	189	75	89%
2016	356	153	203	78	88%

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

### Overview

Students who attend the school are mostly from south Rockhampton and surrounds. Some students travel from across the town and from out of town to attend the school. Our school attracts students from a broad range of cultural and socio-economic backgrounds. According to the MySchool website, 78% of our students are in the lowest two quartiles of socio-educational advantage and 5% lie in the top quartile.

20.8% of our students identify as Aboriginal or Torres Strait Islander or both, with 2.4% of our students having English as an Additional Language or Dialect. Some of our students are in the care of the state and live with foster carers, 8.3% of our students have a disability (Autism Spectrum Disorder, Intellectual Disability, Speech-Language Impairment, Physical Impairment) and their educational needs are provided through their placement in mainstream classes with access to and support through the Special Education Program.

### 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	21	23	22
Year 4 – Year 7	25	26	27
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

Swimming lessons during Terms 1 and 4

Japanese (LOTE) for final two years of primary school

Allenstown State School Talent Show in Term 3

Instrumental Music programs (strings and band) for Years 3 onwards

Final year Leadership Programs and Senior Student Club

Pre-Prep programs in Terms 3 and 4

Playgroup program one day a week

Speech-language programs for at risk students in Prep-Year 2

'Shine' program for senior girls and Boys Leadership Program as part of Social and Emotional Learning Programs

Personal Protective Behaviours and Cyber-Safety programs run by the school's Guidance Officer

School camps held in Semester 2 each year for students in final two years in primary school

Friday afternoon sporting program including inter-school competition and at school, skill development in a range of sports

Special Education Programs include Life Skills, community garden, recycling

### Co-curricular Activities

Instrumental Music – tuition in strings and woodwind instruments is provided by specialist teachers who visit the school every week

After-school sporting activities with local sporting clubs

Dance and Drama Program for older students with Rockhampton State High School Performing Arts faculty and the Eisteddfod

### How Information and Communication Technologies are used to Assist Learning

All students access ICT for learning either in their classrooms or in the school's computer lab, which is fully equipped with laptops for each student. Teachers and teacher-aides have the necessary skills to enable them to use ICTs throughout the teaching and learning cycle. All classrooms have interactive whiteboards and students interact with this medium daily. Students also use scanners, printers, access the internet for research purposes, and learn through specific online programs (eg Maths Online, Mathletics, SpellingCity, Reading A-Z). Students identified as highly-able participate in virtual learning courses such as reading, critical thinking and work with Central Queensland Region (Education) in the Unify Project. Students in the older classes have targeted learning with the Guidance Officer to increase their knowledge of cyber-safety. Students in the Special Education Program access learning through iPads and other digital technologies.

## Social Climate

### Overview

Pastoral Care programs at the school support the work that all teachers do to build every student's social, emotional and physical wellbeing at the school. Our Guidance Officer/Behaviour Support Teacher teach proactive programs (e.g. Bravehearts, Daniel Morcombe Foundation, Friends for Life) to all classes and small groups of students. The school Chaplain, in conjunction with community organisations, runs a girls' program twice a year for senior students, and a leadership program with the PCYC for the senior boys. The Guidance Officer and Chaplain offer counselling and pastoral care respectively to students, parents and staff when requested by parents.

A strong emphasis is placed on achieving a balance between learning and wellbeing for our students. Complex Case management is the approach the school uses when students' needs are highly complex, linking school resources and families with local organisations and service providers.

Every Wednesday morning parents and younger children meet to attend playgroup. The Smith Family is now located on the school's premises. The school also has access to programs supported by The Smith Family, with Tackle6 a regular feature on



the school's calendar. The program uses Rugby League as a vehicle for teaching students about resilience, self-esteem and anti-bullying.

Volunteers conduct a Breakfast Program every Monday morning and the Special Education Program every Wednesday morning. These are available to all students at no cost. Generous donations come from local businesses and donors to help provide food for these breakfasts and for lunches for students who need it. Volunteers also gift their time and talents to our school in the classroom, the library, in sporting programs and events, as Ready Reader volunteers in the Early Years, in the Arts, and as tuckshop helpers.

According to the 2016 School Opinion Survey, 97% of students were happy to go to this school, with 95% of parents saying that this is a good school. 95% of parents agreed that their child was safe at this school, with 95% of students saying they felt safe at the school. 100% of parents surveyed said they felt they could talk to their child's teacher about any concerns.

School-Wide Positive Behaviour Support is the foundation for how the school builds a community where high expectations for learning and wellbeing of students are at the forefront. Our students are provided with clear teaching about how to be successful in their behaviour choices: Always Learning, Always Safe, Always Respectful, and Always Present. Reported incidents of bullying are investigated thoroughly and consequences applied in accordance with the school's Responsible Behaviour Plan for Students. The school collects and analyses data about the incidence of bullying and other unacceptable behaviours for decision-making about further action.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	96%	89%
this is a good school (S2035)	95%	100%	95%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	95%	100%	95%
their child's learning needs are being met at this school* (S2003)	95%	96%	84%
their child is making good progress at this school* (S2004)	95%	96%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	91%	89%
teachers at this school motivate their child to learn* (S2007)	95%	100%	95%
teachers at this school treat students fairly* (S2008)	95%	95%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	100%
this school works with them to support their child's learning* (S2010)	95%	96%	95%
this school takes parents' opinions seriously* (S2011)	95%	96%	95%
student behaviour is well managed at this school* (S2012)	86%	87%	89%
this school looks for ways to improve* (S2013)	95%	100%	94%
this school is well maintained* (S2014)	90%	96%	84%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	95%	96%
they like being at their school* (S2036)	93%	87%	97%
they feel safe at their school* (S2037)	89%	77%	95%



Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	97%	89%	97%
their teachers expect them to do their best* (S2039)	100%	92%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	90%	91%
teachers treat students fairly at their school* (S2041)	88%	75%	85%
they can talk to their teachers about their concerns* (S2042)	89%	84%	87%
their school takes students' opinions seriously* (S2043)	89%	81%	79%
student behaviour is well managed at their school* (S2044)	74%	63%	86%
their school looks for ways to improve* (S2045)	95%	95%	94%
their school is well maintained* (S2046)	86%	78%	86%
their school gives them opportunities to do interesting things* (S2047)	97%	89%	96%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	96%	97%
they feel that their school is a safe place in which to work (S2070)	91%	92%	97%
they receive useful feedback about their work at their school (S2071)	91%	96%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	100%	95%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	100%	96%	97%
student behaviour is well managed at their school (S2074)	89%	92%	89%
staff are well supported at their school (S2075)	94%	100%	97%
their school takes staff opinions seriously (S2076)	97%	100%	92%
their school looks for ways to improve (S2077)	100%	96%	97%
their school is well maintained (S2078)	86%	84%	71%
their school gives them opportunities to do interesting things (S2079)	100%	96%	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

- Assisting their child with weekly homework tasks and assignments, including reading to and with their child
- Attending parent information sessions in the first term of the school year
- Volunteering in classrooms, at tuckshop, in the library, during the swimming season, for sport
- Attending P&C meetings each month or communicating with P&C members about issues for consideration at P&C meetings
- Attending parent-teacher interviews and keeping in regular contact with the teacher
- Participating in school events and occasions eg sports days, athletics carnivals, graduation, end of term awards parades, excursions, concerts, Special Education events and activities, community events such as Anzac Day march, Book Week activities at the school
- Reading the school newsletter or website to keep up to date about the school's events
- Helping at Monday morning Breakfast Club
- Providing feedback for school decision-making processes eg chaplaincy, through requests in newsletters, surveys
- Participating with their pre-prep child in the pre-prep program each week of Term 3 and 4.

- **Respectful relationships programs**

The school is developing and implementing a program that focuses on appropriate, respectful and healthy relationships. This program will be delivered annually over a specific period (usually in third term) and will for a period of a week have a specific focus on appropriate, respectful and healthy relationships.

The program will be developed and implemented using materials available from DET and other organizations that work with relationships. Guest speakers will be invited to address suitable groups of students and contribute their expert knowledge to the students.

### 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	81	120	41
Long Suspensions – 6 to 20days	4	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

The Senior Student Club and Special Education Program students continued with the recycling program and the implementation of the SEMP (School Environmental Management Plan). Water-wise gardening practices were continued and close monitoring of water and electricity usage occurred, resulting in quick response times when problems were identified. Continuing education about reducing the use of electricity at the classroom level continued during 2015. Community garden, composting and recycling are key parts of the school's attempt to reduce our environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	317,467	11,053
2014-2015	306,041	11,130
2015-2016	181,280	19,595

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

GO

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 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	29	22	<5
Full-time Equivalents	26	15	<5

#### 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	17
Diploma	4
Certificate	1

\*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 2016 were \$16, 905.

The major professional development initiatives are as follows:

- Various reading and literacy based PD's both at school and externally to support staff in the explicit improvement agenda of reading;
- Various Positive Behaviour for Learning PD's both at school and externally to support staff in the explicit improvement agenda of student engagement and behaviour
- Various PD's for specific school staff to support them in their explicit and defined roles (eg. cleaners, schools officer, teacher aides, BSM) run by their

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.	95%	95%	94%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	88%	92%

\*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%.

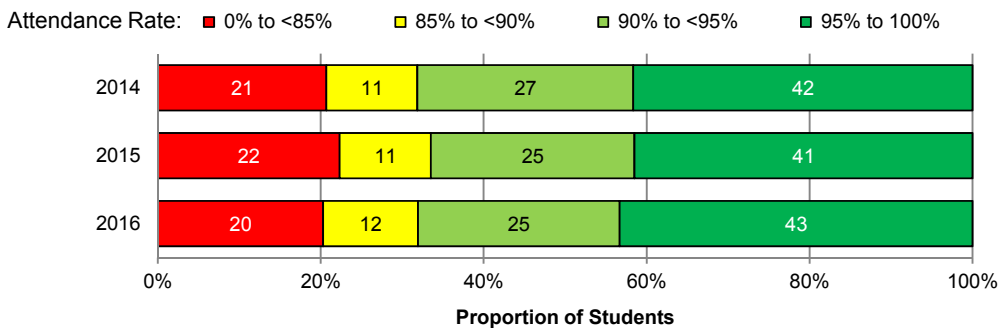
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	90%	91%	88%	93%	90%	87%	95%					
2015	91%	91%	93%	88%	92%	90%	90%						
2016	91%	92%	93%	91%	91%	92%	91%						

\*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.

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At Allenstown State School, student attendance is recorded electronically on OneSchool class rolls twice daily, once in the morning between 9.00 and 9:30 and once in the afternoon at 1:30. SMS texts are sent daily to students with unexplained absences using the Infoways attendance software.

Teachers are responsible for making contact with parents/carers on the third day of an unexplained absence. All frequent or longer-term absences, explained and unexplained, are followed up by the Principal, the Deputy Principal and the Guidance officer, either through phone contact, home visits or letters. Reminders and clear school expectations about the importance of attending every day for student learning and achievement are communicated in the school newsletters, on assemblies and in class. One of the four school-wide expectations includes 'Always Present'.

Students whose attendance is 95% or better each term are publicly acknowledged during the end-of-term Parade of Excellence and are presented with a certificate to recognise this achievement. The class with the highest number of students who attend school every day of the term is also recognised with a class award.

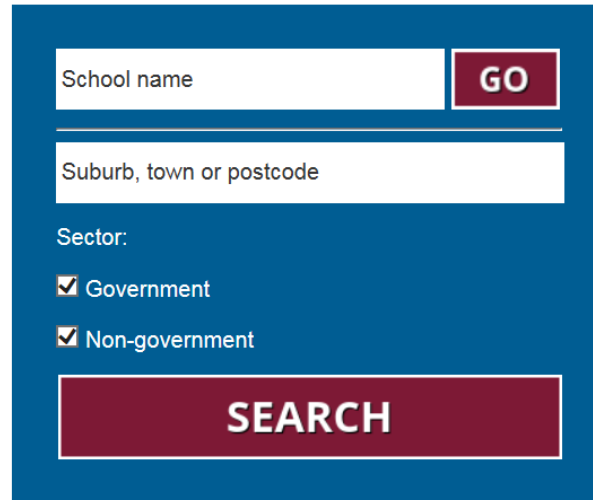
Where students have complex social or emotional concerns or medical conditions that impact on their attendance, the school arranges referrals to our Guidance Officer, Chaplain, or community agencies where appropriate, and through a complex case management process, we work with parents and students on a suitable attendance plan that leads to improved attendance, increased learning engagement and improved relationships with others.

## 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

Suburb, town or postcode

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 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.