Allenstown State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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, A Stem Ambassador 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, support teachers 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 are based on the Australian Curriculum. 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. The Arts is another important part of our school community. Many students participate in 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 Year 5 classes work in 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 and cyber-safety. 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 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.

School progress towards its goals in 2018

In 2018 the Allenstown State School's explicit improvement agenda incorporated:

- Reading – specifically the continuation of the Allenstown Rigorous Reading program supported by professional development, coaching and feedback and timetabling of support services staff to enhance implementation;
- Student behaviour / engagement – a continuation of the previous positive work from 2017 with the focus shifting more to the positive reinforcement and recognition of student's appropriate behaviours;
- Staff moderation of student work – the timely and focussed moderation of student work in specific learning areas to ensure teacher judgment is valid and in line with appropriate guides to making judgments from curriculum documents.

In 2018 the reading agenda focus continued on the comprehension of reading but was heavily reliant on the Rigorous Reading program of explicit instruction and the lesson development of reading tasks for each week.

The Reading HOC provided specific staff development of skills and knowledge. This was strongly supported by in class coaching and mentoring with regular feedback provided to staff. Data collections / analysis also supported this work. The HOC worked with teaching staff to develop skills in the interpretation and manipulation of data to help inform teaching programs. The school's Teacher Librarian / Literacy Coach continued to support this work through the sourcing and collection of appropriate reading texts and supporting resources for teachers.

In 2018 the work in relation to student behaviour and engagement focussed on the Positive from Positive Behaviour for Learning (PBL) Program which the school implemented daily and rigorously. Some staff from the school's PBL Committee were provided with an opportunity to attend professional development in the use of restorative justice practices. This is helping them to develop a school focus in this area and lead the school's behaviour program away from punitive justice practices. This work is expected to continue into 2019 and beyond.

Work continued to develop all staff members (including support staff) knowledge and skills in PBL. This was the basic priority of all the school's behaviour practices and a high priority was placed on the consistency of application, and practice.

Moderation is a key aspect of teachers work in assessing and reporting on students learning outcomes. In 2018 work was committed to developing a refined and clear process for moderation in the learning area of English. This priority was supported by professional development in the areas of utilising guides to making judgements effectively and accurately. Teachers then participated in either internal or external moderation meetings once each term in order to test the consistency of understanding and application of knowledge.

Teachers also devoted time in professional cohort based discussions to developing their moderation knowledge and skills.

Future outlook

In 2019 The Allenstown State School Improvement goals and agenda will be focussed in the areas of:

- Literacy – reading and writing
- Student engagement – as evidenced by attendance and positive behaviour (including Closing the Gap between attendance rates of Indigenous and non-Indigenous students

The key targets and strategies for working towards these improvement goals are as follows:

Focus area	Key targets	Key Strategies
Reading	- All students completing NAPLAN will achieve in the U2B at or above the national average - In all cohorts 70% of students (or better) will achieve agreed and published benchmarks from the Allenstown data plan - All students completing NAPLAN will achieve NMS at or above the national average	- Collection and analysis of data - Explicit teaching of comprehension strategies through Allenstown Rigorous Reading and Sheena Cameron strategies - Use of age appropriate pedagogies, Phonemic Awareness (Michael Heggarty) and Jolly Phonics in the early years cohorts - Oral language and oracy programs in the early years cohorts - Professional development of staff knowledge and skills in planning and teaching from the Australian Curriculum
Writing	- All students completing NAPLAN will achieve NMS at or above the national average 80% of all students will achieve A > C on selected demand writing tasks in 2019	- Collection and analysis of data – especially related to literacy continua - Explicit teaching of writing strategies - Professional development of staff knowledge and skills in planning and teaching from the Australian Curriculum and in identifying the writing demands of all curricula - Moderation of writing samples within he school and with partner schools to ensure efficacy of teacher judgment against assessment criteria and standards
Student Engagement	- All students attending for 93% or better of all school days - Gap between Indigenous and non-indigenous students attendance to be no greater than 5% - School behaviour referral data will show declining trend from previous years	- Collection and analysis of data – behaviour referrals - Explicit teaching of positive behaviours as detailed under Allenstown - Expansion of positive behaviour reward system - Employment of Indigenous support worker 2 days per week - Partnership with Dharumbal Youth Services

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	356	361	381
Girls	153	158	159
Boys	203	203	222
Indigenous	78	85	107
Enrolment continuity (Feb. – Nov.)	88%	89%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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, 54% of our students are in the lowest quartile of socio-educational advantage and 3% lie in the top quartile. The schools ICSEA (Index of Socio-Educational Advantage) value in 2018 was 897. An average value is considered to be an ICSEA of 1000.

28% of our students identified as Aboriginal or Torres Strait Islander or both in 2018, with 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, 8.4% of our students in 2018 had a verified disability (Autism Spectrum Disorder, Intellectual Disability, Speech-Language Impairment, Hearing Impairment, Visual Impairment or 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	21	23
Year 4 – Year 6	27	25	25

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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

'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 – including the revitalising of after school swimming opportunities using funding gained by the Federal Sporting Schools Program

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 desktop computers 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 or interactive panels 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, Reading A-Z). 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. During 2017 a class set of iPads was added to the school's device fleet. Primarily one senior school teacher used them to access and develop a wide range of teaching and learning opportunities. This program was continued in 2018 and was popular with students and their families. Other classes borrow some class 'pods' of six iPads that were purchased in 2018 and use them for specific focus lessons. Teachers were also supplied with an individual iPad during 2017 and this program also was continued in 2018. This was supported by both individual and group based professional development. Staff reported enhanced usage and skills due to this program

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 Harold and the Life Education Van a regular feature on the school's calendar. Tackle 6 is another program used periodically – it utilises rugby league as a vehicle for teaching students about resilience, self-esteem and anti-bullying. The school partners with the Dharumbal Youth Service to present Deadly Choices to senior Indigenous students each year.

Staff volunteers, assisted by Chappy conduct a Breakfast Program every morning. This is 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 2018 School Opinion Survey, 98% of students thought there teachers expected them to do their best, with 100% of parents saying that their child likes being at this school. 93% of parents agreed that their child was safe at this school. 93% 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 related to the 4A's: 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	89%	88%	89%
• this is a good school (S2035)	95%	100%	93%
• their child likes being at this school* (S2001)	100%	94%	100%
• their child feels safe at this school* (S2002)	95%	94%	93%
• their child's learning needs are being met at this school* (S2003)	84%	88%	86%
• their child is making good progress at this school* (S2004)	89%	88%	86%
• teachers at this school expect their child to do his or her best* (S2005)	100%	88%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	80%	89%
• teachers at this school motivate their child to learn* (S2007)	95%	87%	93%
• teachers at this school treat students fairly* (S2008)	95%	93%	81%
• they can talk to their child's teachers about their concerns* (S2009)	100%	94%	93%
• this school works with them to support their child's learning* (S2010)	95%	94%	89%
• this school takes parents' opinions seriously* (S2011)	95%	93%	85%
• student behaviour is well managed at this school* (S2012)	89%	87%	85%
• this school looks for ways to improve* (S2013)	94%	93%	93%
• this school is well maintained* (S2014)	84%	94%	86%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	89%	97%
• they like being at their school* (S2036)	97%	84%	90%
• they feel safe at their school* (S2037)	95%	83%	91%
• their teachers motivate them to learn* (S2038)	97%	86%	92%
• their teachers expect them to do their best* (S2039)	98%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	82%	91%
• teachers treat students fairly at their school* (S2041)	85%	85%	87%
• they can talk to their teachers about their concerns* (S2042)	87%	77%	89%
• their school takes students' opinions seriously* (S2043)	79%	77%	88%
• student behaviour is well managed at their school* (S2044)	86%	59%	71%
• their school looks for ways to improve* (S2045)	94%	91%	96%
• their school is well maintained* (S2046)	86%	90%	92%
• their school gives them opportunities to do interesting things* (S2047)	96%	86%	94%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	95%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	95%	100%
• they receive useful feedback about their work at their school (S2071)	84%	89%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	91%	85%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	97%	93%	100%
• student behaviour is well managed at their school (S2074)	89%	89%	98%
• staff are well supported at their school (S2075)	97%	91%	93%
• their school takes staff opinions seriously (S2076)	92%	91%	98%
• their school looks for ways to improve (S2077)	97%	100%	98%
• their school is well maintained (S2078)	71%	84%	91%
• their school gives them opportunities to do interesting things (S2079)	92%	91%	93%

Percentage of school staff who agree# that:	2016	2017	2018

* 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

During 2018 parents and the community were engaged at Allenstown School by
- 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 daily 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.

For families with students identified with diverse needs there is a student support policy and flowchart that details how decisions are reached regarding adjustments needed for those students to access the curriculum. A copy of this document is freely available from the school upon request.

Respectful relationships education programs

The school in 2017 implemented a program that focussed on appropriate, respectful and healthy relationships. This program was continued in 2018 with a specific focus on appropriate, respectful and healthy relationships.

The program was implemented using materials available from DET and other organizations that work with relationships. A feature of the Allenstown work in this significantly important agenda is the threading of the focus through our Positive Behaviour for Learning (PBL) lessons. These lessons are mandated to be taught each week on a Friday morning. They are developed by the school's guidance officer, PBL committee and in consultation with all teaching staff to provide explicit instruction in appropriate and respectful behaviours. The weekly focus of the lessons is started at weekly parade on Friday morning and then continued daily in class by teachers.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	41	50	23
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 2018. Community garden, composting and recycling are key parts of the school's attempt to reduce our environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	181,280	452,898	295,413
Water (kL)	19,595	4,210	9,664

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	31	26	<5
Full-time equivalents	29	16	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	5
Bachelor degree	22
Diploma	1
Certificate	1

*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 2018 were $23,504

The major professional development initiatives are as follows:

- Australian Curriculum – planning from the curriculum
- Reading – comprehension and Allies Rigorous Reading program
- Mentoring and Induction Programs for new and returning staff members from all workgroups
- Positive Behaviour for Learning
- Age Appropriate Pedagogies
- Differentiating for Instruction
- Emotion management for Children and Teens
- Workplace Health, Safety & Wellbeing
- National School Improvement Tool training for associate administrators
- Various conferences targeting specific workgroups – principal
- Creating Inclusive Practices in Schools
- Collaborative Curriculum Pedagogical Planning

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	94%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	90%	90%
Attendance rate for Indigenous** students at this school	92%	89%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

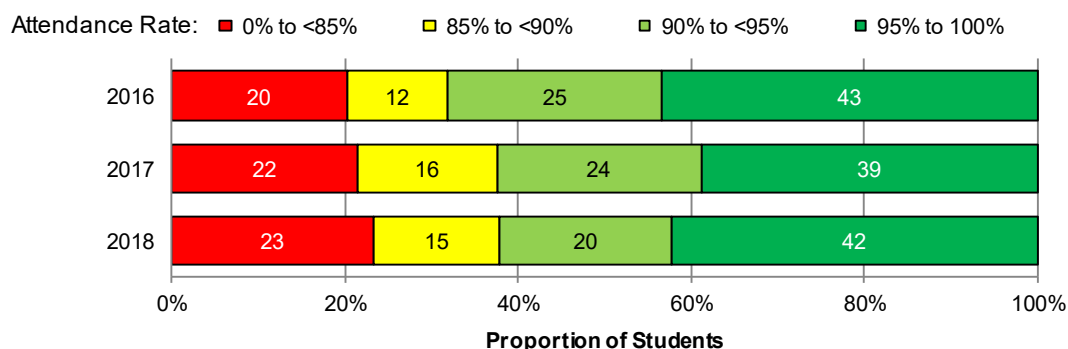Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	91%	91%	91%
Year 1	92%	91%	91%
Year 2	93%	91%	90%
Year 3	91%	91%	89%
Year 4	91%	91%	91%
Year 5	92%	89%	91%
Year 6	91%	88%	88%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	20	12	25	43
2017	22	16	24	39
2018	23	15	20	42

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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.

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.

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. 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.