



Walloon State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Walloon State School is a Band 7 school. It is a Preparatory to Year 6 campus with a total enrolment of approximately 250 students. Walloon has close partnerships with other schools in the Rosewood Cluster for curriculum, professional development and the implementation of other Education Queensland initiatives. The school is committed to embedding in our teaching and learning practices the diverse range of information and communication technologies to broaden student opportunities through modern teaching techniques in addition to offering extra-curricular activities like the high and low ropes program, school camps, choir and instrumental music. Walloon State School is implementing the Positive Behaviour for Learning program and the school includes this throughout every aspect of school life.

School progress towards its goals in 2018

School Progress towards its goals in 2018

Improvement Priority 1: embracing community partnerships

Targets:

- Be above State and Like Schools satisfaction ratings on the School Opinion Survey (SOS) - teachers at the school treating students fairly.
- Be above State and Like Schools satisfaction ratings on the SOS - asking for the input of community members.
- Be above State and Like Schools satisfaction ratings on the SOS - encouraged to take an active role in their child's education.
- Be above State and Like Schools satisfaction ratings on the SOS - providing useful feedback on the progress of students.
- Be above State and Like Schools satisfaction ratings on the SOS - staff at our school being approachable.
- Be above State and Like Schools satisfaction ratings on the School Opinion Survey in the area of providing information online.

Strategies:

High levels of community engagement: improve communication e.g. access to an online year calendar, regular updates via newsletter, Facebook page remains active, enhance information on school website.	Completed, ongoing
High levels of community engagement: implement strategies to increase parent participation in the classrooms.	Completed, ongoing
High levels of community engagement: develop a deliberate strategy to engage, inform and empower parents and local organisations to be partners in learning. Investigate the establishment of a culture of mutual responsibility for student achievement.	Completed, ongoing
High levels of community engagement: expand the school's cultural icons to capture and extend the history of our school e.g. photo of student leaders, honour board, place the apology to Australia's Indigenous peoples in the outer office.	Partially completed, ongoing
High levels of student engagement: collaboratively develop and implement data collection cycles focused on student well-being and behaviour. Analyse this data to inform improved student learning outcomes.	Completed, ongoing
High levels of community engagement: continue to foster and formalise the relationship with local kindergarten and day care providers for the purpose of maximising successful transition into the school and enhancing learning.	Completed, ongoing
High levels of student engagement: through the PBL process, enhance the positive notifications that students receive, ensuring that this is done in a way that our students appreciate	Completed, ongoing
High levels of student engagement: refine the school processes used to monitor student attendance.	Completed, ongoing
Implement specific strategies to decrease absentee rates of students with less than 85 per cent attendance.	Completed, ongoing

Improvement Priority 2: teaching excellence

Targets:

- All students are reading at or above school year level reading targets.
- Our students perform in at same or better ratios to the Nation on the NAPLAN test in the areas of Bottom 20%, Middle 60% and Top 20%.
- All students meet the National Minimum Standards for Literacy and Numeracy.
- On NAPLAN tests the difference between our students and those of the Nation is no more than 8% below.

Strategies:

Culture of professional development and innovation: build long-term explicit induction program that addresses the Walloon Way. This is to include operational processes, current school priorities and teaching practices.	Completed, ongoing
Culture of professional development and innovation: implement a formalised approach to peer observation, coaching and feedback.	Completed, ongoing
Culture of professional development and innovation: document and publish the leadership team's roles and responsibilities.	Completed, ongoing
Culture of professional development and innovation: develop and implement PDPs for all school staff members.	Completed, ongoing
Culture of professional development and innovation: enact a process to moderate student work between our teachers and teachers at other schools.	Partially completed, ongoing
Culture of professional development and innovation: extend the opportunities for the leadership team and peers to provide feedback to teachers on aspects of their teaching.	Completed, ongoing
Culture of professional development and innovation: build staff and student capacity in the use of digital technologies to ensure that ICT resources are more utilised to enhance learning outcomes for students	Completed, ongoing
Pedagogy: refine and embed the model of EI which is supported by a culture of modelling, coaching, mentoring and feedback.	Completed, ongoing
Pedagogy: quality assure the implementation of pedagogical differentiation strategies in all classes, especially for the high achieving students.	Completed, ongoing
Pedagogy: implement and embed self-evaluation practices at the end of each lesson for both teachers and students.	Completed, ongoing
Pedagogy: ensure a variety of higher order thinking tasks are included in group activities and assessment tasks to cater for the differentiation of abilities within the groups.	Partially completed, ongoing
Pedagogy: ensure all targeted funding is utilised to support student learning outcomes in a timely manner.	Completed, ongoing
Applying Data: implement further strategies to reinforce and communicate school-wide understanding of targets.	Completed, ongoing
Applying Data: develop a process for the consistent implementation of SMART (specific, measurable, attainable, relevant and time bound) student learning goals in all classrooms.	Completed, ongoing
Applying Data: collaboratively review the present format of the reflective comments on student progress report to better inform parents on what content was taught and learnt and what the next steps are for individual student learning.	Completed, ongoing
Applying Data: collaboratively develop and implement data collection cycles focused on student well-being and behaviour. Analyse this data to inform improved student learning outcomes.	Partially completed, ongoing

Improvement Priority 3: systematic and dynamic curriculum

Targets:

- All students are reading at or above school year level reading targets.
- Our students perform in at same or better ratios to the Nation on the NAPLAN test in the areas of Bottom 20%, Middle 60% and Top 20%.
- All students meet the National Minimum Standards for Literacy and Numeracy.
- On NAPLAN tests the difference between our students and those of the Nation is no more than 8% below.

Strategies:

Systematic and dynamic curriculum: further develop and embed the curriculum learning priorities, such as reading, writing and numeracy.	Completed, ongoing
Systematic and dynamic curriculum: align the adapted C2C curriculum, pedagogy and assessment.	Completed, ongoing
Systematic and dynamic curriculum: establish a representative curriculum committee to incorporate the AC as the key driver for future curriculum design and delivery across the school.	Completed, ongoing
Systematic and dynamic curriculum: investigate historical events and the local community environment to develop and implement a more locally relevant curriculum.	Partially completed, ongoing
Systematic and dynamic curriculum: plan for differentiated curriculum activities that incorporate higher order thinking in the You Do component of the EI model.	Completed, ongoing
Systematic and dynamic curriculum: provide engaging and challenging learning activities so that all students, especially the higher ability students, are required to use higher order thinking to achieve.	Partially completed, ongoing
Engaging specialist subjects: engage with the teachers of specialist lessons i.e. German, Instrumental Music, Physical Education to enable closer links between those lessons and classroom lessons to make them more relevant and engaging.	Completed, ongoing

Future outlook

Future Outlook

For 2019, the following school focus areas were identified:

School Goal: By the end of 2019 we embed the operations of our school-wide system in place for the ongoing support and development of our people to accountably enact our school's improvement agenda so that our curriculum, planning and assessment processes are reliably and consistently implemented.

In summary: Reliable Accountable Consistent Pedagogy Assessment Curriculum (RACPAC)

Improvement Priority - Reading

- Provide ongoing professional development to our staff members on the teaching of reading and reading comprehension skills.
- Provide focussed feedback to staff members on the teaching of reading and reading comprehension.

Improvement Priority - Writing

- Continue to partner with the schools in the Writing Professional Learning Community Alliance.
- Continue professional development for our staff members on the teaching of writing.
- Strengthen our school moderation of student work processes, using our work in the teaching of writing as a vehicle.
- Moderate cluster-wide on student writing.
- After professional development on their use, utilise Bump It Up Walls to engage learners as more authentic partners in the learning process.
- Provide focussed feedback to staff members on the teaching of writing.

Improvement Priority – Community Partnerships

- Grow and strengthen our relationships with the Waterlea housing development.
- Build strong relationships with local Early Learning Providers.

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	250	232	234
Girls	117	104	104
Boys	133	128	130
Indigenous	22	24	21
Enrolment continuity (Feb. – Nov.)	94%	98%	98%

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

The enrolment of Walloon State School is continuing to increase because of the school's good reputation, which is reflected in the staff, student and parent, satisfaction performance measures. The number of students who identify as Aboriginal or Torres Strait Islander was 26. The Index of Community Socio-Economic Advantage (ICSEA) for Walloon SS in 2017 was 964, which is a State Schools decile of 5.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	22	23
Year 4 – Year 6	24	25	24
Year 7 – Year 10			
Year 11 – Year 12			

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

Our work in this area is defined in the Walloon State School Quality Teaching and Learning Framework. The components of this framework are:

- School information.
- Our school's Headline Data Indicators.
- Our TEACH document: Teaching excellence; Embracing community partnerships; Applying data; Culture of personal development and innovation; and High levels of engagement.
- Our school's Pedagogical Framework.
- The EXCELLENCE document, which articulates our expectations for every learning environment.
- Time allocations for each subject area.
- A High Quality Teaching Model that is focused on the achievement of every student.
- A guide to generating quality questions during teaching.
- Whole school key pedagogical practices.
- Report card requirements and expectations.
- Literacy and Numeracy Block expectations and structure.
- Adapting C2C units and how to access them.
- Dimensions of Teaching and Learning expectations.
- Curriculum intent.
- Curriculum Planning across all year levels.
- Assessment processes.
- Sequencing teaching and learning.
- Making judgments about student learning.
- Giving quality feedback.

New staff members are given training in these processes and ongoing support to engage with them. Continuing staff members receive ongoing professional development in their use at Staff Meetings, during Pupil Free Days and during their Planning Meetings.

Walloon State School offered a broad range of attractive curriculum alternatives for students across the school. These included:

- Low and High Ropes Program – every student from Years 5-6 are offered an opportunity to participate in the low and high ropes program. This initiative is offered to enhance team skills and encourage positive relationships among students. It also affords students opportunities to face their strengths and weaknesses to build greater confidence and trust.
- Moreton Island Camp – Our Year 5 students are offered an opportunity to participate in an outdoor education camp to Moreton Island each year. This camp has a strong focus on outdoor experiences, team building, surf knowledge, coastal awareness and recreation.

- Canberra Tour - Our Year 6 students are offered an opportunity to participate in a tour of Canberra each year. This tour has a focus on our federal political system, national monuments and national exhibits. It also incorporates a snow experience to the Perisher Snow Fields.
- Days of Excellence – this program is offered as an extension program for hand selected students, conducted through the local high school for primary students across Year 5-6. The program is designed to deliver enrichment activities to extend areas of strengths and interests that students may have in the KLA areas.

Co-curricular activities

Over the years, Walloon has committed its resources to providing as many opportunities for extra curricula activities as possible for students at the school. During 2018 the following initiatives were made available to students:

- Instrumental Music – a program for students in Years 5-6.
- Student Council – with a broad representation of students across Years 4-6, these students have an opportunity to develop, drive and deliver a range of exciting student focussed initiatives.
- The annual ANZAC Day ceremony is a key event in the school calendar and has strong community support.
- Inter-school sport is facilitated through the district and provides students in Year 4-6 the opportunity to participate in winter sports.
- Inter-school debating.
- Students initiate discos, fundraisers, environmental projects, playground programs and much more.

How information and communication technologies are used to assist learning

Walloon State School uses a range of ICTs to develop many and varied life-like and real-life learning experiences. Computers, iPads and interactive LED screens are key features in all classrooms. Students also study robotics and our school is developing its Science Technology Engineering and Mathematics (STEM) program.

Social climate

Overview

Walloon State School is proud to boast a positive social climate. The “High Five”, is a strategy used at the school to equip students with ways of dealing with conflicts and it is an approach designed to build confidence and resilience in students.

In 2016 our school entered the Positive Behaviour for Learning program, which has allowed us to develop a school-wide system of managing student behaviour in a positive and engaging manner. Students, staff and community members worked to establish a set of expectations for our relationships and behaviour in class and school settings, based around the principals that we are:

- Active Learners.
- Respectful.
- Resilient.
- Safe.

An issue that occurs infrequently is that of bullying. We work with our students to allow them to understand what constitutes bullying, its effects and how to respond should they see bullying occur, or if they are the victim of bullying behaviour. This is achieved through learning activities, role play and sessions on our weekly Parade etc. We encourage our students and their families to report their concerns about bullying as soon as possible after the event so that it can be investigated and acted upon. When bullying is reported and substantiated, our responses to it include counselling, implementing processes such as the Model of Shared Concern, working with the families to better understand the issues, student withdrawal from playground activities and School Disciplinary Absences.

Our school is an active participant in the National Day of Action Against Bullying and Violence, with classes engaging in lessons in the lead-up to the day and after the event. School Parades are used to revise these messages, along with those of the PBL program.

Our School Chaplain also provides support to students in a pastoral care role, working with students and classes as the need arises. She coordinates activities such as Walk Around Australia, Silly Sock Day and Travel Safely to School. These activities add much to depth of our school community.

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)	100%	92%	95%
• this is a good school (S2035)	92%	92%	89%
• their child likes being at this school* (S2001)	92%	96%	89%
• their child feels safe at this school* (S2002)	100%	92%	95%
• their child's learning needs are being met at this school* (S2003)	83%	88%	100%
• their child is making good progress at this school* (S2004)	92%	88%	95%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	92%	79%
• teachers at this school motivate their child to learn* (S2007)	92%	92%	89%
• teachers at this school treat students fairly* (S2008)	75%	80%	74%
• they can talk to their child's teachers about their concerns* (S2009)	100%	92%	79%
• this school works with them to support their child's learning* (S2010)	100%	91%	89%
• this school takes parents' opinions seriously* (S2011)	92%	92%	89%
• student behaviour is well managed at this school* (S2012)	83%	83%	79%
• this school looks for ways to improve* (S2013)	92%	92%	100%
• this school is well maintained* (S2014)	92%	100%	100%

* 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)	97%	93%	87%
• they like being at their school* (S2036)	83%	93%	92%
• they feel safe at their school* (S2037)	92%	91%	82%
• their teachers motivate them to learn* (S2038)	91%	90%	96%
• their teachers expect them to do their best* (S2039)	94%	95%	92%
• their teachers provide them with useful feedback about their school work* (S2040)	81%	83%	90%
• teachers treat students fairly at their school* (S2041)	74%	67%	70%
• they can talk to their teachers about their concerns* (S2042)	82%	73%	83%
• their school takes students' opinions seriously* (S2043)	86%	78%	76%
• student behaviour is well managed at their school* (S2044)	69%	63%	57%
• their school looks for ways to improve* (S2045)	92%	96%	90%
• their school is well maintained* (S2046)	86%	86%	74%
• their school gives them opportunities to do interesting things* (S2047)	94%	82%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	100%	95%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	88%	86%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	93%	95%	86%
• student behaviour is well managed at their school (S2074)	80%	89%	86%
• staff are well supported at their school (S2075)	94%	89%	93%
• their school takes staff opinions seriously (S2076)	100%	95%	93%
• their school looks for ways to improve (S2077)	100%	95%	100%
• their school is well maintained (S2078)	100%	95%	93%
• their school gives them opportunities to do interesting things (S2079)	94%	95%	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 are involved in their children's education at Walloon State School on a variety of levels and through processes depending on their interests, commitment and availability. Some examples of these levels of involvement include involvement at strategic decision making through our school's P&C as we work on the school's Annual Improvement Plan, the School Budget and the production of the School Annual Report.

Involvement at a classroom support level is encouraged through volunteering for daily changing of home reading books in the early years classes, listening to sight words and reading, attending year level parent information sessions, assisting with activities in classrooms, supporting individual children with special projects and presentations in their classrooms and involvement in excursions and camps. Parents with particular interests or skills are also encouraged to volunteer their time to share these with our students. Parents also had the opportunity to be part of the school through volunteering in the tuckshop and the uniform shop.

Parents are kept up to date with school events through the newsletter and special notes. Information about student progress is provided through report cards and interviews. Parents were also contacted for interviews about their child's progress in Terms 1 and 3. In Term 4, Prep information and induction sessions were conducted by school staff for new parents to the school.

However, parents are also encouraged to maintain a close, informal contact with their child's teacher throughout the year. Our parents also have access to a variety of training sessions through the year, such as positive parenting, nutrition, developing the motor skills of their children etc.

For our parents of students with disabilities, close contact is kept regarding how best to meet the needs of their child, updates on the child's performance and authoring plans to support their child in the future. Some teachers also schedule a weekly meeting to enhance the school-home relationship for these families.

Our Student Support Services committee also works closely with the families of students with diverse needs to enable these students to participate fully at school. This is done in an ongoing manner and includes Advisory Visiting Teachers and school staff members.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. In 2016 our school entered the Positive Behaviour for Learning program (PBL), which has allowed us to develop a school-wide system of managing student behaviour in a positive and engaging manner. Students, staff and community members established a set of expectations for our relationships and behaviour in class and school settings, based around the principals that we are:

- Active Learners.
- Respectful.
- Resilient.
- Safe.

Students receive ongoing coaching regarding behavioural expectation in all school settings.

As well as PBL, our school implements the following actions and programs, as we take the safety and wellbeing of our students extremely seriously:

- Cyber Smart curriculum units.
- Daniel Morcombe Child Safety Curriculum.
- Life Education.
- Health Management Plans.
- Workplace Health, Safety and Wellbeing Committee.
- Active Playground Supervision.
- Encouraging maximum student attendance.
- Student Protection Policy – reporting of concerns regarding students at risk of harm.

Students receive ongoing training in our High 5 process, to be used in times of conflict:

- Speak friendly.
- Speak firmly.
- Ignore.
- Walk away.
- Report to an adult.

Actions in this area are accompanied by training of individuals to not be bystanders and to help other people in need by encouraging them to report the incident and/or to seek assistance.

Should an abusive or violent incident occur:

- Immediate intervention by staff members to ensure the safety of those persons involved – students, staff and community members.
- Immediate investigation of the event, followed by processes and actions as detailed in our school's Responsible Behaviour Plan.
- Use of Department of Education and Training processes and staff to support students – those directly involved, those requiring ongoing case management and for any students requiring counselling after a critical incident.
- Use of Department of Education and Training processes and staff to follow up with parents and community members.

Our school also engages with:

- The Daniel Morcombe child safety curriculum.
- Ongoing awareness days regarding bullying (National Day of Action Against Bullying and Violence) and domestic violence. To further support families, our staff members report any reasonable suspicions of harm towards students, including domestic and family violence and abuse.

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	8	7	10
Long suspensions – 11 to 20 days	0	0	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

At Walloon State School, we reduce our environmental footprint using solar panels that allow us to restrict the use of electricity and continue to cater for the growth of the student population. Water tanks that are installed in the school allow us to use rainwater for our gardens and from 2015 we established a program to recycle cardboard.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	81,560	73,233	78,360
Water (kL)	675	1,080	589

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	18	16	0
Full-time equivalents	15	10	0

*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	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	3	
Graduate Diploma etc.*	0	
Bachelor degree	13	
Diploma	2	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$21 967.47.

The major professional development initiatives are as follows:

- Code of Conduct Update.
- Workplace Health and Safety.
- Teaching of Reading Strategies PD.
- Teaching of Writing Strategies.
- Sheena Cameron Reading Comprehension Strategies.
- Explicit Instruction PD.
- First Aid Course and CPR Course.
- Principal Forums and Leadership Training.

The proportion of the teaching staff involved in professional development activities during 2019 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.	96%	95%	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	94%	94%	93%
Attendance rate for Indigenous** students at this school	94%	96%	94%

* 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	94%	94%	95%
Year 1	94%	95%	92%
Year 2	94%	94%	93%
Year 3	95%	94%	94%
Year 4	92%	93%	93%
Year 5	93%	94%	93%
Year 6	94%	93%	92%

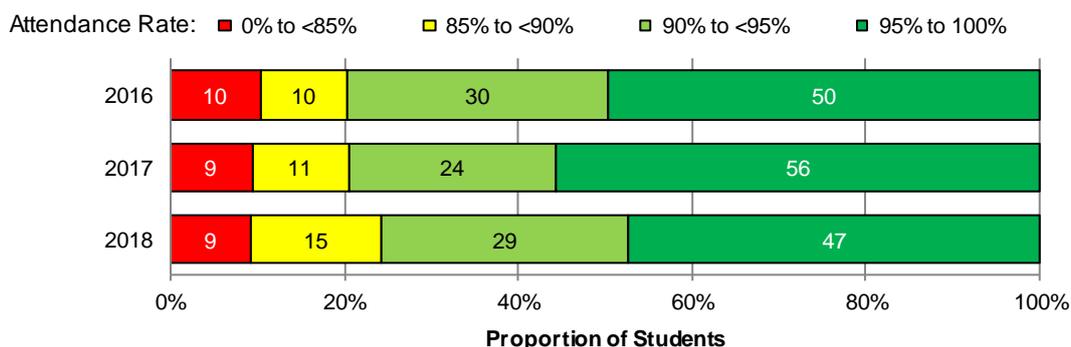
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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



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.

Description of how non-attendance is managed by the school

Rolls are marked twice daily at Walloon SS. The parents of students who are marked as absent receive a text reporting this absence. Parents can either ring a dedicated absence line or email the principal or class teacher to provide explanations for student absences. Students who are absent for three consecutive days without explanation are contacted by the teacher.

Parents of students with regular or excessive absences receive a letter from the school's Principal.

Each week the current attendance rates for each grade level and the total school attendance rate is shared with the school community, along with ongoing tips for encouraging students to attend school and the reasons why a high level of attendance at school is important.

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.

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

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

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.