



Northern Australian Adventist School System

2016 ANNUAL REPORT



Carlisle Adventist Christian College

Context

The following proforma has been developed to provide guidance and consistency in reporting required information not only for the Annual Report required by the Seventh-day Adventist Schools (Northern Australia) Ltd Board of Directors but also to meet the reporting accountability requirements for DEST and the Queensland Government as outlined in the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Regulations 2005*, *Education (General Provisions) Act 2006* (Queensland) and the *Education (Accreditation of Non-State Schools) Act 2001* (Queensland). To assist you in meeting your annual reporting requirements a Queensland Reporting Policy and checklist is included in the Appendix.

SECTION 1: SCHOOL PROFILE **SCHOOL ADDRESS**

PO Box 10419, MT PLEASANT, MACKAY, QLD 4740

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THE SCHOOL IS AN INDEPENDENT, CO-EDUCATIONAL INSTITUTION AND A MEMBER OF
Seventh-day Adventist Schools (Northern Australia) Ltd.

LINK TO THE SCHOOL WEBSITE:

1.1 OVERVIEW OF STUDENT POPULATION

	TOTAL NUMBER OF STUDENTS IN YEAR LEVEL	NUMBER OF SDA STUDENTS	NUMBER OF INDIGENOUS STUDENTS	STUDENTS BELOW STATE AVERAGE OR AT-RISK ACADEMICALLY	NUMBER OF BEHAVIOURALLY CHALLENGING STUDENTS	NUMBER OF STUDENTS RECEIVING LEARNING SUPPORT
PREP	15	2	2	4	2	1
Year 1	13	5	3	2	1	1
Year 2	12	4	2	0	1	0
Year 3	8	3	1	1	1	1
Year 4	11	3	2	0	2	2
Year 5	11	1	2	2	3	2
Year 6	8	3	2	2	3	2
TOTAL PRIMARY	78	21	14	11	13	9

Year 7	15	4	2	3	2	1
Year 8	14	1	3	4	4	2
Year 9	9	5	0	0	0	0
Year 10	8	2	2	1	0	1
TOTAL SECONDARY	46	12	7	8	6	4
TOTAL SCHOOL	124	33	21	19	19	13

THE EISTEDDFOD CHOIR



THE PRIMARY CHOIR – WHO ACHIEVED A GOLD AWARD.



1.2 DISTINCTIVE CURRICULUM OFFERINGS: (this refers to special programs or innovative offerings, not regular subjects offered. It could include excellence programs, gifted and talented arrangements, special needs programs, life skills etc.)

We have a literacy / numeracy support program running to help boost the learning levels of students with significant gaps. We also offer a home work centre two afternoons a week to help students and parents with supervised homework support. There is free Maths tutoring each week. We have developed an extension program in robotics and science. Extension is available from grade 3 up. Individual music lessons in piano, guitar, woodwind, violin and voice are also offered.

1.3 EXTRA-CURRICULAR ACTIVITIES: Descriptions of the activities should be provided, particularly those that involve a significant number of students

- Service - All students do service projects at school or in the community.
- Pathfinders - Age 10 and up outdoor adventure program available to all students.
- MESH - Friday night games and worship program for Year 5 and up.
- Girls Club - 'The Sisterhood.' High school girls mentoring program after school.
- Fitness Training - Self-esteem improvement program for boys.
- Bible Studies - Over half of students in Year 1 and up attend optional Bible Studies each week.



1.4 PLEASE SHARE THE HIGHLIGHTS AND POSITIVE ACHIEVEMENTS OF THIS YEAR:

The School has intentionally become more focused on our Adventist Special character including vegetarian cooking classes. Bibles have been sourced and each student has their own personal Bible. Most students in Year 5 upwards are attending extra bible studies each week. A Friday night teen program called MESH has been started. Most secondary girls are attending a girls club each week. The school ran the Teen Tent at the Townsville camp for the second time, many teens requested baptism! School signage has been enhanced and updated to include 'Adventist.' The building of new BGA classrooms is nearly finished. We ran our first Stormco in the Yarrabah community near Cairns, which was very positive and impacting on the students involved. The enrolment reached 126, the highest in the school's history, and we have a surplus budget for the sixth time in as many years. God has blessed remarkably.



1.5 WHAT ARE THE SCHOOL'S GREATEST CHALLENGES?

Growth and enrolment stability is still a huge challenge. As the school moves into a growth phase – we will now need to provide new facilities to cater for the increased students and staff. Funding has been confirmed to extend the staffroom and science lab, purchase the adjacent house for an ELC and a funding application was lodged to enclose the sport shed. There are also expensive maintenance issues with the sport shed. Despite the economic mining downturn our numbers have this year. Our application to add Year 11 in 2018 has been lodged.



1.6 PARENT, STUDENT AND TEACHER SATISFACTION: *Where schools already undertake yearly surveys or studies of parents, students and teachers for the purpose of marketing and school improvement, it will involve preparing a relevant report, in plain English, on the findings of those surveys or studies.*

If a school does not currently undertake any such studies or surveys, consideration might be given to such a project; or alternatively, the school should consider any other data or information that it may have which could be the basis of a report on parent, student and teacher satisfaction. For example, letters and testimonials from parents; enrolment retention rates over time; increasing enrolments over time, teacher retention rates over time.

Satisfaction data: While we have taken various formal surveys over the last couple of years, our surveys in 2016 have been linked with school culture relating to staff. We have been able to thus ascertain significant staff satisfaction with various aspects of our school. All our teaching staff are continuing next year.

Several families have relocated out of town to other areas and they have been in tears as they have reflected on the impact of the school on their families and the fact they will miss this supportive, warm environment.

To the Principle of Adventist Christian College.
Dear Sir or Madam.

Thank you for the kind thought of Xmas Card + Cookies. I would like to say a Very Big Thank you to James R. for 'making my day' as I don't know him would you please give him the enclosed card + photo as I really did love the lovely gesture & it was very much appreciated.

Regards,
Audrey Coathup

1.7 VALUE ADDED: Schools are to present information in plain language on their value added in the most appropriate way according to each school's circumstances. The Australian Government has not prescribed any specific measures of valued-addedness. It will be an individual school decision to determine what might be relevant value added measures according to "each school's circumstances".

Schools might draw attention to such things as:

- Percentage improvements in benchmark testing over time
- Changes in results for individual students over a year
- Specialist programs showing improved outcomes for students with disabilities
- Scope of extra-curricular programs
- Provision of extension programs
- Class Professional Learning to improve student outcomes
- Specific programs in relation to student welfare, life skills, building confidence and self-esteem
- Programs to assist students in tertiary entry or entry to the workforce.

Schools may also have in place other assessment strategies for tracking student progress and may want to report on these.

We have most of our students from Years 5-10 involved successfully in the following self-esteem building programs: The sisterhood club which is for mentoring teenage girls; boys fitness training and social football club; Friday evening MESH social and worship program; Primary choir which achieved gold in the eisteddfod; 30% of students age 10 and above are actively involved in our outdoor adventure club called pathfinders.

We have a science and robotics extension program for eligible students from Year 3 to 10. Our secondary students develop their "copability" on our annual challenge camps.



SECTION 2: STRATEGIC OVERVIEW & SPECIAL CHARACTER

2.1 DEVELOPMENT OF THE SCHOOL'S PHILOSOPHY

THE SCHOOL HAS THE FOLLOWING PHILOSOPHICAL STATEMENTS	Yes/No	DATE LAST REVIEWED
Statement of Special Character	Yes	Sept, 2013
<p>Statement of Special Character</p> <p>Seventh-day Adventist education is the largest Protestant educational system in the world with over 1.4 million students and some 70,000 teachers. While it supports and teaches the Queensland syllabus – there is a distinctive faith based approach. Parents appreciate the strong Christian values and ethos that is part of the educational approach.</p> <p>Adventist schools are a community of faith and learning that is Christ-centred, Bible-based, service-oriented and Kingdom-directed.</p> <p>Belonging is an essential element in the life of every individual. Adventist schools foster a sense of belonging to: the family of God by building positive relationships, a safe and attractive learning environment where individuals are empowered to reach their potential and a community that provides identity and nurture.</p> <p>Believing is an individual and intellectual choice that impacts on actions. Adventist schools encourage belief in Jesus Christ as Redeemer and Lord of our lives, the importance of learning and making positive lifestyle choices and the value of interdependence and collaboration in building harmonious communities.</p> <p>Becoming recognises that individuals are continually in a time of growth and development. Adventist schools challenge each person to become active in discipleship, worship and service for God, learners with skills and values that equip for life and informed, responsible and compassionate citizens.</p>		
Mission Statement	Yes	Sept 2013
<p>Mission Statement</p> <p>Encourage students to love and follow Jesus Promote an environment of respect and acceptance Empower students to do their very best</p>		
Vision Statement	Yes	September 2013
<p>Vision Statement</p> <p>Nurture for today Learning for tomorrow Character for eternity</p>		

Values Statement	Yes	January 2015
<p>Values Statement</p> <p style="text-align: center;"> We value: Doing Your Best Living for God's glory Serving Others Caring at all costs Humility Accepting my achievements without boasting Respect Thinking of and behaving well towards others Honesty and Trustworthiness Living at peace with myself A Fair Go Seeking the right Truth and Wisdom Making wise choices Responsibility Owning my actions Innovation Finding a way Everything with God God's power, God's way (1 Corinthians 13) </p>		



2.2 SCHOOL EVANGELISM AND COMMUNITY INVOLVEMENT

Since Seventh-day Adventist education places special emphasis on spiritual and social growth and responsibility, an essential part of applying the school's philosophy through its program should be the provision of opportunities for students to regularly engage in activities that contribute to their personal spiritual growth and enable them to practice their faith within the school and its community.

2.3.1 SPIRITUAL NURTURE	YES/NO
The school provides: (i) daily class worships	Yes
(ii) daily opportunities for students to participate in prayer	Yes
(iii) weekly chapels/assemblies	Yes
(iv) annual programs with spiritual emphasis	Yes
(v) regular opportunities for students to be involved in the planning and implementation of these activities	Yes

Please comment on the success or otherwise of the activities outlined above:

We ran a Week of Spiritual Emphasis this year – led by Christos Spiro, our North Australian Conference Youth Director. Our senior students have been involved in organising music and programs at local churches and during chapel times.



2.3.2 COMMUNITY INVOLVEMENT AND SERVICE	Yes/No
The school provides: (i) opportunities for students to engage in community organised activities e.g. Anzac Day Services, local shows, parades, and competitions	Yes
We had an excellent turnout to the centennial ANZAC Day Parade this year – and numerous positive comments as we marched with some 6,000 other students of Mackay in the morning parade.	
(ii) a range of opportunities for students to engage in support services within: (a) the school (b) its church community (c) the community at large	Yes
Backyard blitz, singing for the elderly, taking church services.	
(iii) opportunities for all students to participate in some of these activities	Yes



2.4 SCHOOL PROGRESS TOWARDS ITS GOALS EACH YEAR:

2.4.1 PRIORITY 1: SPIRITUAL DIMENSION OF SCHOOL LIFE:

We have become much more intentional about being an Adventist school. While our Adventist student population is 27% we have prioritised developing the fundamentals of Adventist education: a strong Bible study program, Christian music program, Healthy lifestyle program and an agricultural program. Our SMC has taken a clear stand on vegetarianism at school functions and fund-raisers, and we have become closely affiliated with the Pathfinder Club camping program as an outdoor camping skills enhancement program with a strong emphasis on character building.

Hopal Grant- McClintock as our chaplain has done counselling and Bible studies. Local minister Simon Gigliotti and teachers on staff, Vanessa North and Gavin Markwell, are helping with the delivery of Bible and baptismal studies to about 70% of our year 5-10 students. The students and parents really appreciate our strong pastoral care program. While there is still much to be done – we are certainly making progress with God's help. Hopal is a trained counsellor and her skills have been very much appreciated by many parents.

Gavin Markwell is running a mentoring program for Year 5 and 6 boys and Racquel Markwell and Jenna Chelman are running a teen girls mentoring program on Mondays after school. Claire Van De Wetering is coordinating a teen music group to lead out in local church services. Each teacher is challenged to show the face of God in how we interact with our students and portray their view of God in how they discipline.

A church service at Central Church show cased a DVD that Ken McClintock had put together which was very much appreciated. It showed the impact that this school is having on our students, many of whom are coming from non-Christian homes, but enjoying learning about God here.



2.4.1.1 BIBLE STUDIES & BAPTISMS

BIBLE STUDIES, BAPTISMS & DECISIONS FOR CHRIST	NUMBER	NAME OF PASTOR/S
Number of students from your school who have made a personal commitment to follow Christ.	6	Pr Simon Gigliotti
Number of students from your school participating in Bible Studies	35	Pr Simon Gigliotti
Number of students from your school participating in baptismal classes	1	Pr Simon Gigliotti
Number of students from your school baptised this year	3	Pr Simon Gigliotti

Number of non-SDA parents regularly attending church	1	
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Good News Stories: A Year 8 student left our college and moved overseas during last year. This student has retained her strong relationship with God and acknowledges the positive impact of our school on her life. She is hoping to return for Year 10 next year. Sharing Jesus is the reason our school exists!

2.4.2 PRIORITY 2: CURRICULUM DEVELOPMENT AND TEACHING PRACTICE

The National Curriculum is being implemented within our Adventist system through the teacher in-service training at CAPE/CASE, where the focus is on various subject and assessment areas. All teachers have been involved in in-service courses to suit their needs and professional development. As a staff we have become PD focused in our staff meetings and have ISQ presenters come and also present professional material to us.

2.4.3 PRIORITY 3: STUDENTS, THEIR LEARNING, GROWTH AND DEVELOPMENT

There has been a specific and strong focus on the students with disability and learning issues to try and improve their results and learning. This has been quite successful in the cases where parents have also shown their support. We have found that where our parents have reinforced the work from the school by regular reading and support at home – the students have grown significantly.

The reports have also been redone extensively to now reflect the assessment criteria and reporting of achievement standards that the National Australian curriculum have mandated. Assessment is an interesting journey as we have moved to the harder marking “expected” mode while some of our students who have transferred elsewhere are finding that our C’s are being turned into B’s elsewhere. Refinement of our SEQTA reporting format is continuing.

2.4.4 PRIORITY 4: PASTORAL CARE WITHIN THE SCHOOL COMMUNITY

Hopal Grant-McClintock as our chaplain has been valued by our parent community and our students. Her varied life experiences have helped her identify with our students in a very real way. This is a stronger and more positive aspect of the school this year as Hopal has increased to 3 days per week. I have had a number of parents express their appreciation to me that Hopal has taken the time to talk to their child, or that we have taken the initiative as a school to ask Hopal to talk to their child when under stress, often from things outside of the scope of the school itself. Her skills as a trained counsellor are very valuable to us.

We also have a strong Service component at school each term. This ranges from “back yard blitz” type clean-ups for older folk who can no longer look after their yards, experiencing and raising money for various charities with our SRC, then visiting old folk homes and singing and interacting with the

2.4.4.1 SOCIAL CLIMATE: Please describe the social climate of the school, including pastoral care programs (this might also include the school's commitment to bullying programs)

The school has a strong anti-bullying stance – while realistically we cannot claim to have eliminated it – given it is a fact of life. The students see the school as safe and caring.

We have had a number of students transfer in this year who were bullied in their old schools and have been very happy here in our safe and secure environment. Any bullying complaints are immediately dealt with.



2.4.5.1 PARENTAL INVOLVEMENT: Outline strategies used for involving parents in their child's education. These might include the presence of a P& F Association, SMC representation, parent committees (such as for strategic planning), reading programs, volunteer programs

Our parents are involved in a variety of areas: very active P&F association, reading and support volunteers in the lower primary room, tuckshop volunteers and support, SMC representation, and also helping as drivers when we do our service programs each term. We also have had a number of parents supporting our garden project as well. We have really appreciated the faithful support of the Tuckshop volunteers who have run a great healthy canteen for us. Increased volunteer help this year has enabled the tuckshop to expand to two days per week.



2.4.6 PRIORITY 6: FACILITIES, RESOURCES AND DAY-TO-DAY ORGANISATION AND MANAGEMENT

One of the challenges of a small school is the limited admin time to achieve all the paperwork while still teaching. The facilities are new and wearing well. The school runs smoothly and as we fine-tune the process such as separate recess and lunch times for the primary and high school sectors, it blossoms even more. The school provides a family environment and parents feel supported and heard in our school community.

With the addition of a teacher with marketing specialisation the school has undertaken several marketing strategies including open days, resigning and web page development. This marketing role is now formalised as part of the administrative structure.





2.4.7 PRIORITY 7: GROWTH AND DEVELOPMENT

The School has a master-plan and while we are at stage one, there is scope for growth. We have added an extra primary teacher in 2012 and also in 2016. This is great, and it has been pleasing to see the growth in the base of the school. We added an extra high school teacher in 2014 and again in 2016 and will add another in 2017.

The School Management Council approved the revised Master Plan that was edited and modified by our architect, who is very school familiar. Our four new BGA funded buildings are nearing completion and new classrooms and facilities are approved for BGA funding next year. The school has purchased a house adjoining our property for conversion into an ELC, building will commence this year.



SECTION 3: STAFFING INFORMATION

3.1 TEACHING STAFF QUALIFICATIONS

NAME OF TEACHER	QUALIFICATIONS	GRADES/ SUBJECTS TAUGHT	FULL-TIME/ PART-TIME <i>(please specify FTE)</i>	YEARS OF EXPERIENCE
GAVIN MARKWELL	B Ed	BIBLE 7-10 MATH, SCIENCE, HPE, BIBLE	1 FTE	2
RACQUEL MARKWELL	B Ed	PREP	1 FTE	4
MARCIA FORBES	B Ed	GRADE 1	1 FTE	8
CLAIRE VAN DE WETERING	B Ed (EARLY CHILDHOOD SPECIALIST)	GRADE 2	1 FTE	4
RHIANNON McNEILL	B Ed	THREE TO FOUR	1 FTE	11
VANESSA NORTH	B.TCH; GRAD CERT TESOL	PRIMARY RELEASE & SECONDARY	.62 FTE	12
MICHELLE DYE	B.Ed	FIVE TO SIX	1 FTE	11
ANDREW NORTH	B Ed	MARINE PRINCIPAL	1FTE	27
KEN McCLINTOCK	BSc / B TCH (HONS)	MATHS, HISTORY ICT DRAMA	1 FTE	11
JENNA COULSTON	B Ed	ENGLISH HOME EC ART BIBLE 7-8	1 FTE	3
SHARLENE COLE	B Ed	MATHS SCIENCE	1 FTE	7

3.2 AVERAGE STAFF ATTENDANCE FOR THE SCHOOL: *(Based on unplanned absences of sick and emergency leave.)*

NUMBER OF STAFF	NUMBER OF SCHOOL DAYS	TOTAL DAYS STAFF ABSENCES	AVERAGE STAFF ATTENDANCE RATE
11	195	75	188

To calculate Average Staff Attendance Rate:

$$\frac{\text{Number of Staff} \times \text{Number of School Days} - \text{Total Days Staff Absences}}{\text{Number of Staff}} = \text{Average Staff Attendance Rate}$$

3.3 PROPORTION OF TEACHING STAFF RETAINED FROM THE PREVIOUS YEAR:

NUMBER OF PERMANENT TEACHING STAFF AT END OF PROGRAM YEAR (Head Count)	NUMBER OF THESE STAFF RETAINED IN THE FOLLOWING YEAR	% RETENTION RATE
11	11	100%

3.4 CONTINUING PROFESSIONAL DEVELOPMENT (CPD):

3.4.1 TEACHER PARTICIPATION IN PROFESSIONAL LEARNING (Add rows as required)

As of 2013 the CPD undertaken by full-time teachers must be at least 20 hours per year. There are reduced requirements for teachers who are employed less than full-time. Further information regarding this requirement is included in Appendix.

Staff In-Service Record for 2016

Description of Professional Activity Including Presenter/provider	Location	Average Number of Hours/Date	Name of Staff involved	Copy of Cert to office
CAPE / CASE <ul style="list-style-type: none"> Personal Spirituality 7 hrs First Aid 4 hours 	Riverside School	11 hours Jan 14&15	Claire, Rhiannon, Michelle, Andrew, Ken, Jenna, Carli, Cindy, Vanessa, Janine, Jeny, Sharlene	√
Principal's meetings WHS and strategic planning focus	Brisbane	Feb 15&16 10 hrs	Andrew	
Writing Workshop	Mackay	Feb 29 6hrs	Rhiannon, Claire	
Principal's meetings Staff growth and support focus	Brisbane	Feb 29 5 hrs	Andrew	
Mackay Secondary Twilight in-service at various schools	Mackay Schools	March 1 2 hrs	Gavin, Cindy, Michelle, Vanessa, Rhiannon, Jenny, Carli, Sharlene, Racquel, Marcia and Jenna	
QAS Review	CACC	May 2 1 hour	All Staff	

QAS Review	CACC	May 9 1 hour	All Staff	
QAS Review	CACC	May 24 1 hour	All Staff	
Bronze Medallion	Pioneer Pool, Mackay	May 11 & 12 8 hours	Andrew	
Online Writing PD	Online	April and ongoing 3 hours	All staff	
Stringed instruments	MCC	March 2 2 hrs	Daniel Cole, Sharlene Cole	
Safe Places	CACC	30 min 13.6.2106	All staff	
School visit	CAC	5hrs	Michelle dye	
Adele	CACC	July 11, 12&13 12 hours	Luz	
Encounter training	Townsville Conf. Office of SDA	6 June 6 hours	Racquel, Gavin, Luz, Daniel	
NCCD training	Mackay	30 May 1.5 hrs	Vanessa North	
Seqta training	CACC	3.5-14.6 In staff meetings 6hrs	Rhiannon, Claire, Marcia, Michelle, Racquel, Vanessa. Cindy	
SWD	Mackay Gov't Building	1.5 hrs 19.10	Vanessa	√
Literacy	Brisbane	26.10 5hrs	Marcia	
SEQTA	Brisbane	28.10 6 hrs	Claire	
Mathematics standards	Mercy College	1.3 3hrs	Sharlene	√
Child Protection Training	SQ Conf of SDA	10&11.11 10hrs	Andrew	√
Report SEQTA training	CACC	5 hrs 17.10	Claire, Vanessa, Michelle, Rhiannon, Racquel	

3.4.2 THE MAJOR PROFESSIONAL LEARNING INITIATIVES FOR THIS YEAR WERE:

The key focus of our school based in-service this year was three pronged. We continued training in our student management system, SEQTA, with a focus on assessment and reporting. We also continued the Quality Adventist Schools Framework which is a world innovative leader in school improvement. All staff have been involved in the three component reviews this year. Thirdly, a focus on literacy strategies to align with our improving writing focus and behaviour management to complement the new behaviour management strategies implemented.

3.4.3 THE PLANNED FOCUS FOR PROFESSIONAL DEVELOPMENT NEXT YEAR IS:

Classroom best-practise and positive reinforcement strategies.

3.4.4 EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT:

Expenditure on PD

<i>Total Number of Teachers</i>	<i>Total expenditure on teacher PD (as recorded in Financial Questionnaire)</i>	<i>Average expenditure on PD per teacher</i>
11	\$15,000	\$1,363

We had a good range of in-service options with some in-house, some at the Conference and some externally provided. The staff meetings have become much more focused on professional development and we are pleased to see this trend continue.



SECTION 4: ATTENDANCE DATA

4.1 ATTENDANCE RATES:

	TOTAL NUMBER OF STUDENTS IN YEAR LEVEL	TOTAL NUMBER OF INDIGENOUS STUDENTS IN YEAR LEVEL	AVERAGE NUMBER OF DAYS STUDENTS WERE ABSENT FROM SCHOOL	AVERAGE NUMBER OF DAYS INDIGENOUS STUDENTS WERE ABSENT FROM SCHOOL
Prep	15	2	10	25
Year 1	13	3	11	55
Year 2	12	2	12	50
Year 3	8	1	21	58
Year 4	11	2	6	6
Year 5	11	2	7	n/a
Year 6	8	2	10	13
TOTAL PRIMARY	78	14	11 average	25 average
Year 7	15	2	10	20
Year 8	14	3	9	n/a
Year 9	9	0	16	n/a
Year 10	8	2	17	9
TOTAL SECONDARY	46	7	14 average	9 average

4.1.1 AVERAGE STUDENT ATTENDANCE RATE: *Number of school days x number of students in the school = number of possible attendance days*

Addition of all days absent by all students = total number of days absent

Number of possible attendance days – total number of days absent = total attendance

TOTAL NUMBER OF STUDENTS	TOTAL NUMBER OF INDIGENOUS STUDENTS	NUMBER OF SCHOOL DAYS IN PROGRAM YEAR	TOTAL NUMBER OF STUDENT ABSENCES	TOTAL NUMBER OF INDIGENOUS STUDENT ABSENCES	AVERAGE ATTENDANCE RATE %
124	21	195	1153	353	94

To calculate average attendance rate

$\frac{\text{Total attendance}}{\text{Number of possible attendance days}} \times 100 = \text{average attendance rate}$

4.2 INTAKE & EXIT DATA:

TOTAL NUMBER OF STUDENTS AT THE END OF THE PREVIOUS YEAR	CURRENT NUMBER OF STUDENTS	NUMBER OF STUDENTS WHO HAVE LEFT THE SCHOOL THIS YEAR	NUMBER OF ADDITIONAL STUDENTS THIS YEAR
97	124	12	18

4.2.1 OUTLINE REASONS STUDENTS LEFT:

3 students left because their families moved away from Mackay.
 4 students expelled.
 2 students left due to religious issues.
 2 Students left for financial reasons.
 1 Student left for family reasons.

4.2.1 WHAT WERE THE REASONS FOR THE EXTRA ENROLLMENTS?

14 students transferred from local schools because they were unhappy and wanted a change.
 4 students moved into the Mackay region.

4.3 PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12 OR EQUIVALENT

LAST YEAR'S YEAR 9 STUDENTS (INC INDIGENOUS)	LAST YEAR'S YEAR 9 INDIGENOUS STUDENTS	NUMBERS	APPARENT FACTORS
Still at school in Year 10	2	2	
Moved to another school		0	
Moved to employment			
Other			
Unknown			

TOTAL NUMBER OF STUDENTS IN YEAR 9 LAST YEAR (INC INDIGENOUS)	TOTAL NUMBER OF INDIGENOUS STUDENTS IN YEAR 9 LAST YEAR	TOTAL NUMBER OF STUDENTS IN YEAR 10 THIS YEAR	TOTAL NUMBER OF INDIGENOUS STUDENTS IN YEAR 10 THIS YEAR	RETENTION RATE %
8	2	8	2	100

SECTION 5: KEY STUDENT OUTCOMES

5.1 OVERVIEW OF LITERACY/ NUMERACY PROGRAM: *Schools must provide benchmark data but they are also encouraged to report a year's results in the context of previous year's results and the distance the school has travelled. Schools mirror the communities they serve, and it is essential that the information reported contributes to a greater understanding of the challenges the school faces. The following responses could include descriptive comments of trends over time and on progress against expectations and targets.*

5.1.1 OUTLINE ANY STRATEGIES THAT YOU ARE USING TO EXTEND THE MORE CAPABLE STUDENTS ATTENDING YOUR SCHOOL.

Each class has enrichment activities and extension options that also help extend our students. With multigrade rooms it is also easier to extend the students as they tune in to the higher grade – or become mentors for the younger students. We also have all students from Grade Two upwards accessing Mathematics to enhance their numeracy skills. From grade 3 upwards there is an extension program in robotics and chemistry.

5.1.2 OUTLINE THE STRATEGIES THAT HAVE BEEN IMPLEMENTED IN YOUR SCHOOL THIS YEAR TO IMPROVE THE LITERACY AND NUMERACY ACADEMIC OUTCOMES OF STUDENTS DEEMED TO BE ACADEMICALLY 'AT-RISK'.

Our Literacy – Numeracy Teacher has spent quality time with the at-risk students both one on one and in small groups. There has been some dramatic growth in reading levels for some of these students. The on-line maths programs have also been implemented with success. We have also last year implemented the DRA program to analyse and improve their reading levels and skills in the primary school, which is ongoing.

5.1.3 BASED ON DISCUSSION WITH YOUR TEACHING STAFF, PLEASE PROVIDE A QUALITATIVE ASSESSMENT OF THE STRENGTHS AND WEAKNESSES OF THE LITERACY/ NUMERACY INTERVENTION STRATEGIES CURRENTLY OFFERED BY YOUR SCHOOL.

In discussions with the primary teachers – there appears to be a strong growth in the reading and spelling ages of most students. Some students have actually gone up several age levels since beginning the literacy intervention program. There are some excellent results as we look through the progress made over the year for some of our weaker students. Some of this is attributable to the DRA program that we have now implemented. PAT testing has confirmed the improvements made by many students.



5.1.4 WHAT ARE THE CHALLENGES TO IMPROVING THE ACADEMIC OUTCOMES OF THE STUDENTS ATTENDING YOUR SCHOOL AND THE REASONS WHY ANY STUDENT HAS FAILED TO MEET THE EXPECTED BENCHMARKS?

Some of our long term students as well as some of our new students have significant gaps or learning issues. This presents an interesting challenge when it comes to the NAPLAN results as we are a firm believer in all students presenting for the tests, regardless of ability. While our teachers work tirelessly to improve each student's performance, we do not screen our enrolment intake based on their academic capabilities but rather on whether we can adequately cater for their educational needs.

5.2 NATIONAL ASSESSMENT PROGRAM: *Please outline the results from the National Assessment Program below. Information regarding indigenous students is required for the IESIP Report.*

5.2.1 READING							
YEAR	STATE MEAN	SCHOOL MEAN		NUMBER OF STUDENTS	NUMBER ABOVE AVERAGE RANGE	NUMBER WITHIN AVERAGE RANGE	NUMBER BELOW AVERAGE RANGE
Year 3	420	428	ALL STUDENTS	9	2	4	3
			INDIGENOUS STUDENTS	1	0	0	1
Year 5	500	431	ALL STUDENTS	9	0	5	4
			INDIGENOUS STUDENTS	2	0	2	0
Year 7	502	473	ALL STUDENTS	13	0	8	5
			INDIGENOUS STUDENTS	1	0	1	0
Year 9	576	606	ALL STUDENTS	8	3	3	2
			INDIGENOUS STUDENTS	0	0	0	0

5.2.2 WRITING							
YEAR	STATE MEAN	SCHOOL MEAN		NUMBER OF STUDENTS	NUMBER ABOVE AVERAGE RANGE	NUMBER WITHIN AVERAGE RANGE	NUMBER BELOW AVERAGE RANGE
Year 3	409	388	ALL STUDENTS	9	3	4	2
			INDIGENOUS STUDENTS	1	0	0	1
Year 5	466	389	ALL STUDENTS	7	0	3	4
			INDIGENOUS STUDENTS	2	0	0	2
Year 7	502	473	ALL STUDENTS	13	0	8	5
			INDIGENOUS STUDENTS	1	0	1	0
Year 9	534	535	ALL STUDENTS	8	0	7	1
			INDIGENOUS STUDENTS	0	0	0	0

5.2.3 SPELLING							
YEAR	STATE MEAN	SCHOOL MEAN		NUMBER OF STUDENTS	NUMBER ABOVE AVERAGE RANGE	NUMBER WITHIN AVERAGE RANGE	NUMBER BELOW AVERAGE RANGE
Year 3	411	418	ALL STUDENTS	9	1	7	1
			INDIGENOUS STUDENTS	1	0	1	0
Year 5	486	431	ALL STUDENTS	9	0	7	2
			INDIGENOUS STUDENTS	1	0	1	1
Year 7	544	503	ALL STUDENTS	13	1	6	6
			INDIGENOUS STUDENTS	1	1	0	0
Year 9	574	609	ALL STUDENTS	8	3	4	1
			INDIGENOUS STUDENTS	0	0	0	0

5.2.4 GRAMMAR AND PUNCTUATION							
YEAR	STATE MEAN	SCHOOL MEAN		NUMBER OF STUDENTS	NUMBER ABOVE AVERAGE RANGE	NUMBER WITHIN AVERAGE RANGE	NUMBER BELOW AVERAGE RANGE
Year 3	433	445	ALL STUDENTS	9	2	5	2
			INDIGENOUS STUDENTS	1	0	1	0
Year 5	506	442	ALL STUDENTS	9	0	3	6
			INDIGENOUS STUDENTS	2	0	0	2
Year 7	538	513	ALL STUDENTS	13	1	8	4
			INDIGENOUS STUDENTS	1	0	1	0
Year 9	569	585	ALL STUDENTS	8	2	5	1
			INDIGENOUS STUDENTS	0	0	0	0

5.2.5 PLEASE COMMENT ON THE NAPLAN LITERACY RESULTS ABOVE.

For Year 5 and 9 cohorts, except for Year 5 writing, there is improvement in Naplan results across all areas. Year 3 tested above state average in all areas except writing. This shows that our students are taught well in the lower primary and that our students are improved significantly during their time in our school. However our school does appear to attract many students that have been struggling with their education and emotional well-being at other schools. This is seen in the Year 7 results where half the cohort joined our school in Year 7, only half the class originating from our primary school. Consequently only 2 of the 5 areas of testing showed improvement, that being spelling and grammar. Therefore part of our challenge is that we need to try and build up the skills of the students who have transferred in because the families perceive that we in fact will take the care and time to try and plug the gaps in student learning.

5.2.6 NUMERACY

YEAR	STATE MEAN	SCHOOL MEAN		NUMBER OF STUDENTS	NUMBER ABOVE AVERAGE RANGE	NUMBER WITHIN AVERAGE RANGE	NUMBER BELOW AVERAGE RANGE
Year 3	397	409	ALL STUDENTS	9	3	5	1
			INDIGENOUS STUDENTS	1	0	1	0
Year 5	488	450	ALL STUDENTS	9	0	6	3
			INDIGENOUS STUDENTS	1	0	0	1
Year 7	546	475	ALL STUDENTS	14	0	6	8
			INDIGENOUS STUDENTS	2	0	0	2
Year 9	582	575	ALL STUDENTS	8	1	6	1
			INDIGENOUS STUDENTS	0	0	0	0

5.2.5 PLEASE COMMENT ON THE NAPLAN NUMERACY RESULTS.

While we wish the results were higher in many areas within Numeracy – we can only be pleased at the actual progress we see from these students individually over the year as the various tests indicate their growth. While we can see some improvements from last year it is impossible to eliminate the effect of student ability and our school population stability from one cohort to the next. Year 3 tested above average, Year 5 and 9 cohorts showed steady improvement since last tested. Year 7 cohort, half of whom joined the school this year, declined in their performance.

5.2.6 PERCENTAGE OF STUDENTS IN THE CURRENT AND PREVIOUS YEAR ABOVE THE STATE MEAN RANGE:

YEAR	READING SCHOOL MEAN		% ON OR ABOVE STATE MEAN	
	Previous Year	Current year	Previous Year	Current year
Year 3	418	428	100	86
Year 5	429	431	43	56
Year 7	507	473	70	62
Year 9	552	606	100	75

This comparison does not mean a lot as each cohort has different abilities. A better comparison is to track the progress of and individual cohort over time, which will be impacted significantly by the high student turnover in the Mackay region, sometimes this impact improves results but usually new clientele diminish results. Year 3 have mostly come through our school for a few years and are consistently above state average!

YEAR	WRITING SCHOOL MEAN		% ON OR ABOVE STATE MEAN	
	Previous Year	Current year	Previous Year	Current year
Year 3	316	388	50	78
Year 5	430	389	43	43
Year 7	519	473	36	62
Year 9	501	535	50	88

This comparison does not mean a lot as each cohort has different abilities. A better comparison is to track the progress of and individual cohort over time, which will be impacted significantly by the high student turnover in the Mackay region, sometimes this impact improves results but usually new clientele diminish results. Year 3 have mostly come through our school for a few years and are consistently above state average!

YEAR	SPELLING SCHOOL MEAN		% ON OR ABOVE STATE MEAN	
	Previous Year	Current year	Previous Year	Current year
Year 3	313	418	75	89
Year 5	473	431	86	78
Year 7	582	503	55	54
Year 9	511	609	100	88

This comparison does not mean a lot as each cohort has different abilities. A better comparison is to track the progress of and individual cohort over time, which will be impacted significantly by the high student turnover in the Mackay region, sometimes this impact improves results but usually new clientele diminish results. Year 3 have mostly come through our school for a few years and are consistently above state average!

YEAR	GRAMMAR & PUNCTUATION SCHOOL MEAN		% ON OR ABOVE STATE MEAN	
	Previous Year	Current year	Previous Year	Current year
Year 3	335	445	50	78
Year 5	460	442	57	33
Year 7	614	513	36	69
Year 9	517	585	100	88

This comparison does not mean a lot as each cohort has different abilities. A better comparison is to track the progress of and individual cohort over time, which will be impacted significantly by the high student turnover in the Mackay region, sometimes this impact improves results but usually new clientele diminish results. Year 3 have mostly come through our school for a few years and are consistently above state average!

YEAR	NUMERACY SCHOOL MEAN		% ON OR ABOVE STATE MEAN	
	Previous Year	Current year	Previous Year	Current year
Year 3	350	409	88	89
Year 5	459	450	57	67
Year 7	588	475	50	43
Year 9	554	575	100	88

This comparison does not mean a lot as each cohort has different abilities. A better comparison is to track the progress of an individual cohort over time, which will be impacted significantly by the high student turnover in the Mackay region, sometimes this impact improves results but usually new clientele diminish results. Year 3 have mostly come through our school for a few years and are consistently above state average!

BENCHMARK NOTES	
<p><i>Information on benchmarks in the Year 3, 5 and 7 tests are sent to individual schools by the Queensland Studies Authority.</i></p>	
<ol style="list-style-type: none"> 1. <u>Average Score (School)</u>: this is reported on the School Reports for Reading, Writing and Numeracy, in the bottom left hand corner; 2. <u>Average Score (State)</u>: this is reported on the School Reports for Reading, Writing and Numeracy, in the bottom left hand corner; 3. <u>% above benchmark</u>: schools calculate this from the individual Class Reports. <ol style="list-style-type: none"> a. Students below the benchmark are marked with an asterisk b. Percentage above the benchmark = $100 - \frac{\text{students with asterisk plus students exempt}}{\text{total students minus absent students}} \times 100$ <p><i>(Note: the Aspects of Numeracy report (Numeracy scale score) should be used to calculate the percentage above the benchmark for numeracy. The numeracy scale score is calculated from all items in the Numeracy Test)</i></p>	

5.3 STANDARDISED TESTING:

Please outline what standardised testing is undertaken by the school and when this occurs.

STANDARDISED TESTING	WHEN ADMINISTERED
Waddington Reading Comprehension	On entrance to our school and if necessary at the end of the year as well to assess academic growth.
Schonell S1 Spelling Test	On entrance to our school and if necessary at the end of the year as well to assess academic growth.
St Lucia Word Recognition	On entrance to our school and if necessary at the end of the year as well to assess academic growth.
DRA testing.	At the beginning of the year and then again near the end of the year.
ACER Word Recognition	On entrance to the school for Prep to Grade 3. And for any Learning Support Students at the beginning and end of each semester.
PM Benchmarks Reading Running Records,	At the beginning of the year and then again near the end of the year for new entrants in Primary School if requested by teachers.

5.3.1 RESULTS FROM STANDARDISED TESTING:

Please give a brief overview of what the standardised testing results indicated about the students' academic progress.

Most students have now improved in their levels, although some are still not comparable with their chronological age and appropriate level. Our students with severe ASD and SLI verifications have shown minimal improvement.

5.4 LEARNING SUPPORT:

YEAR LEVEL	TOTAL NUMBER OF STUDENTS RECEIVING EXTRA TUITION	TOTAL NUMBER OF INDIGENOUS STUDENTS RECEIVING EXTRA TUITION	AVERAGE NUMBER OF ESTIMATED HOURS OF TUITION DELIVERED TO EACH STUDENT BY END OF THE SCHOOL YEAR	RATE SUCCESS OF TUITION <i>with 1 indicating no discernable impact on learning outcomes and 5 indicating successful intervention & dramatically improved academic outcomes</i>				
				1	2	3	4	5
PREP	4	1	220	0	0	X	0	0
Year 1	4	0	120	0	0	0	X	0
Year 2	0	0	0	0	0	0	0	0
Year 3	2	0	780	0	0	X	0	0
Year 4	2	0	700	0	X	0	0	0
Year 5	3	0	680	0	0	0	X	0
Year 6	4	0	680	0	0	0	X	0
Year 7	4	0	340	0	X	0	0	0
Year 8	2	2	480	0	0	0	X	0
Year 9	0	0	0	0	0	0	0	0
Year 10	1	0	60	0	0	0	X	0
Total	26	3	4,060					

5.4.1 TUTOR DETAILS

TUTOR & QUALIFICATIONS		PROFESSIONAL DEVELOPMENT UNDERTAKEN
Cindy Young	Diploma of Primary Teaching Irlen Screening Training	CAPE/CASE 2 days (12 hours) Staff meetings Safe Places Training 3 hours. Autism In-service, Mackay – 6 hours
Jeny Abell	Certificate III in Childcare and Education	Staff meetings each week CAPE/CASE Meetings 2 days. (12 hours) Autism In-service, Mackay – 6 hours
Janine Lawrence	Certificate III in Education Support	Staff meetings CAPE/CASE Meetings 2 days. (12 hours) Safe Places Training 3 hours. Autism In-service, Mackay – 6 hours Completed Cert 111 Education Support.
Carly Cameron	Enrolled in Bachelor of Education	Staff meetings CAPE/CASE Meetings 2 days (12 hours) Autism In-service, Mackay – 6 hours Safe Places Training 3 hours.

5.5 COMPUTER USAGE: *Outline how many computers you have in the school*

CLASSROOM	NUMBER OF COMPUTERS	RATIO OF STUDENTS TO COMPUTERS	QUALITY OF COMPUTERS
Prep	6	2:1	Dell laptops
1-2	10	2:1	New Dell laptops plus 5 Microsoft Surfaces
3-4	10	2:1	New Dell laptops plus 5 Microsoft Surfaces
5-6	20	1:1	Lenovo Laptops
7-8	30	1:1.5	20 Lenovo Laptops plus 10 Microsoft Surfaces
9-10	28	1:2	18 Lenovo laptops plus 10 Microsoft Surfaces
Total	104		

5.5.1 HOW ARE COMPUTERS BEING USED TO ASSIST LEARNING?

Devices in all classrooms are connected to the internet via a wireless network, where students from Year 2 upwards go online for Mathletics. In the lower primary school, students use ABC Reading Eggs. We have the full complement of EdAlive software, which covers numeracy and literacy skills, as well as touch typing and ICT skills.

All rooms are outfitted with interactive whiteboard data projectors, which the teachers are using to great advantage—particularly for several of our students with diagnosed SIL issues.

High School students are encouraged to complete assignments on computers to enhance their digital literacy, and we are implementing a robotics program to extend gifted and talented students. Students are introduced to coding in the high school ICT subjects, too.



SECTION 6: POLICY DEVELOPMENT & IMPLEMENTATION

6.1 SCHOOL POLICIES: *Are the following policies current and contextualised for your school?*

	POLICY CONTENT	DATE OF LAST REVIEW
	Antidiscrimination	2014
	Behaviour Management	2015
	Bullying	2014
	Child Protection	2014
	Copyright	2010
	Critical Incident	2014
	Curriculum Maintenance and Review	2015 begun
	Management and reporting of serious incidents	2014
	Enrolment	2015
	Fees	2015
	Gender Equity	2012
	Grievance settlement	2015
	Homework	2015
	Internet Usage	2015
	OH&S Checklists and Procedures	2012
	Pastoral Care	2012
	Privacy	2012
	Sickbay and Use of Medication	2012
	Student Welfare	2014
	Staff Welfare	2012
	Students with disability	2012

	COMPLIANCE OBLIGATIONS	YES	NO
1.	Did your school offer a standard assessment in literacy and numeracy to all students in Years 3, 5, 7 and 9 (where applicable) in the current year?	Y	
2.	Did your school report to parents of students in Years 3, 5, 7 and 9 (where applicable) on their child's achievement against the national literacy and numeracy benchmarks in the current year?	Y	
3.	Did your school provide in your curriculum at least 2 hours of physical activity each school week for primary and junior secondary students in the current year? <i>(The definition of physical activity is deliberately broad to encompass the range of physical activities that schools may undertake. It is any form of structured or non-structured exercise or movement. It may include, but is not limited to, activity such as walking, running, dance, the development of fundamental movement skills, swimming, basketball or other sports. It could include activities that require physical skills and utilise strength, power, endurance, speed, flexibility, range of motion or agility.)</i>	Y	
4.	Has your school made provision for supplying parents with two "plain language" student reports in the current year? <i>(The student report must include, for subjects studied, an assessment against achievement levels or bands labelled as A, B, C, D, E (or an equivalent); and should be clearly defined against specific learning standards)</i>	Y	
5.	Does your school have a flagpole and fly the Australian flag?	Y	
6.	Does your school display the <i>Values for Australian Schooling</i> poster in a prominent place?		N
7.	Does your school display the <i>National Safe Schools Framework</i> poster in a prominent place?		N
8.	Is your school aware of the requirements to implement the Interstate <i>Student Data Transfer Note</i> ?	Y	
9.	Has your school made school performance information publicly available by June 30, 2016? <i>All schools must publish their report on-line using a URL address provided to parents and prospective parents upon request; and in at least one other of the following formats:</i> <ul style="list-style-type: none"> ▪ <i>A hard copy school annual report provided to parents and made available to prospective parents upon request;</i> ▪ <i>A hard copy newsletter provided to parents and made available to prospective parents upon request</i> ▪ <i>A hard copy school handbook provided to parents and made available to prospective parents upon request</i> ▪ <i>By means of a billboard or sign that is clearly visible to the public.</i> 	Y	

APPENDIX: CONTINUING PROFESSIONAL DEVELOPMENT FOR TEACHERS

Definition: “Continuing Professional Learning (CPD) enriches teaching and learning through involvement in a diverse range of formal and informal activities. Such activities enable teachers individually and collectively to enhance their skills, abilities, values, knowledge and understanding”. (Queensland Consortium for Professional Learning in Education, 2005)

Table 1: CPD activities include but are not limited to the examples below

- Active involvement in courses, workshops, seminars, conferences, summer schools
- Presenting to colleagues on classroom practices, research findings or contemporary issues in education
- Engaging in formal meetings of staff to discuss approaches to teaching/learning
- Leading school-based curriculum and/or policy development
- Undertaking educational research/action research projects
- Observation of another teacher’s exemplary practice
- Active contribution to system initiatives, pilots, trials and projects
- Visits to other schools to explore teaching and learning or curriculum innovation
- Formal short courses, online courses relevant to teaching context
- QSA syllabus, curriculum and assessment in-service
- QSA moderation and/or district/state panel and syllabus development and committee processes
- Academic study leading to a qualification in education or field related to teaching area
- Development through providing collegial professional support for pre-service or beginning teachers as part of supervising/mentoring role
- Establishing/coordinating learning circles, study groups, discussion groups
- Active engagement in professional associations, networks or committees of major educational bodies
- Contributing articles to professional journals and relevant publications
- Structured networking with teachers across schools
- Active involvement in overseas teacher exchange
- Professional reading- teacher professional journals etc

The CPD undertaken by full-time teachers will be at least 20 hours per year. There are reduced requirements for teachers who are employed less than full-time (see table 2 below). This CPD may include the professional development that occurs during pupil free professional development days as well as other professional development opportunities.

Appendix: Annual Reporting Policy for all Queensland Schools

The *Education (General Provisions) Act 2006 (the Act) Section 423 (1)* provides that the Minister may approve a policy about the publication by a State school principal and non-State school governing body of an annual report containing information on the school, its policies and data on the student outcomes for all persons enrolled at the school in the previous year. State school principals and non-State schools governing bodies must comply with the approved policy.

The policy, which is presented as a checklist of all Queensland and Australian Government requirements, has been approved by the Minister and sets out the annual reporting requirements for all State and non-State schools. **By publishing this information, Queensland schools will meet the reporting obligations required by both the Queensland and the Australian Governments.**

Further guidelines on the preparation and publication of schools' reporting information, including advice on how to treat information regarding small numbers of students to ensure privacy, is available at www.education.qld.gov.au/schools/reporting.

Policy Intent

Effective school reporting provides parents, staff, students and the community with meaningful information about schools. All Queensland schools are required to publish a minimum set of information for parents and the community. This *Schools Reporting Policy* will ensure that all schools report similar information that complies with Government requirements in a clear and comprehensive manner.

Mandatory information to be published by 30 June every year

Descriptive information

- Whether the school is State, independent or Catholic
- The school's address
- Total number of enrolments
- Year levels offered
- Whether the school is co-educational or single-sex
- Distinctive curriculum offerings. Regular subjects do not need to be listed.
- Extra-curricula activities. Descriptions of the activities should be provided, particularly those that involve a significant number of students.
- The social climate of the school, including pastoral care programs
- Strategies used for involving parents in their child's education
- Links to school web pages or the title of a school-based contact person for further information on the school and its policies

Staffing Information

- Qualifications of all teachers
- Expenditure on and teacher participation in professional development
- Average staff attendance for the school, based on unplanned absences of sick and emergent leave for periods of up to 5 days
- Proportion of teaching staff retained from the previous school year

Key student outcomes

- Average student attendance rate (%)

- Reading, writing and numeracy (and spelling from 2009) benchmark results for Years 3, 5 and 7 (and Year 9 from 2009) as follows:
 - average scores for the school
 - average scores for Queensland. The Queensland Studies Authority will provide schools with the relevant data in relation to each school and the Queensland average
 - percentage of students in the current and previous year above the national benchmark. Information to support schools to report this is available at www.education.qld.gov.au/schools/reporting and in the ISQ Reporting Template
 - schools that do not conduct Years 3, 5 or 7 (and Year 9 from 2009) literacy and numeracy tests are to report this school policy
- Apparent retention rates for Year 8 to 12. Schools may also report on real retention rates. Additional information related to retention rate reporting is available at www.education.qld.gov.au/schools/reporting and in the ISQ Reporting Template
- Year 12 outcomes. Schools have been provided with a full set of information by the Queensland Studies Authority and are to report a subset on school websites as follows:
 - total number of Senior Certificates awarded
 - percentage of Overall Position (OP)-eligible students with OP 1-15
 - percentage of students awarded Senior Certificate and awarded a Vocational Education and Training (VET) qualification
 - percentage of students awarded Senior Certificate with OP-eligibility or awarded a VET qualification
 - percentage of Queensland Tertiary Admissions Centre applicants receiving an offer.
- Value added – schools are to present information in plain language on their value added in the most appropriate way according to each school's circumstances
- Information, in plain language, about parent, teacher and student satisfaction with the school.

Mandatory information to be published by 30 September each year

- Post-school destination information from the current *Next Step* survey as follows:
 - background information on how the *Next Step* survey was conducted
 - school response rate to the survey
 - definitions of main destinations
 - summary of findings in relation to main destinations of students
 - chart showing main destinations of students.

Recommended optional information to be published by 30 June each year

Schools are also encouraged to publish the following additional information:

- how computers are used to assist learning, using narrative to describe the strategies
- Year 2 Diagnostic Net results
- school progress towards its goals for the year.

Schools may include any other information that may be of interest to parents and the community.

Publication format

The information is to be presented on the school's website and via one other format including:

- hard copy school annual report to parents and prospective parents available on request
 - hard copy newsletter to parents and prospective parents available on request
 - hard copy school handbook to parents and prospective parents available on request
 - by means of a billboard or sign clearly visible to the public inside or outside the school.
-

Publication timeline

All schools are to report the above information relating to the school's operations and outcomes in the previous year. The majority of this information is to be published by 30 June of each year. However, post-school destinations information is to be published by 30 September of each year.

For further details or to access this document and related materials, schools are encouraged to visit The Department of Education, Training and the Arts website:
www.education.qld.gov.au/schools/reporting.