



Clover Hill State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Clover Hill is a P-6 co-educational Independent Public School, established in 2004. Clover Hill State School's motto is 'Expect Excellence' and as a school community we are focussed on delivering on this promise. During the past 13 years, the school enrolment has grown from 387 (February 2004) to 956 (May 2016).

In partnership with parents and the wider community, Clover Hill State School provides students with access to a high quality education that equips them with knowledge, skills and attributes necessary for their future. Clover Hill boasts having an 'excellent' reputation for being at the forefront in curriculum delivery and pastoral care - renowned for the academic achievement of our students at all ability levels and excellence in a wide range of co-curricular activities.

Our school improvement agenda focuses on students being able to:

- read with understanding across all Key Learning Areas
- write well with purpose using a wide variety of vocabulary, spell correctly and use appropriate language conventions
- think, reason and compute accurately in order to solve problems.

Our vision is 'to engage – challenge - connect and inspire lifelong learning'. To achieve this our students are engaged in using technologies in collaborative, inquiry based learning environments supported by teachers who are willing and able to use technology's power to assist them in transforming knowledge and skills into products, solutions and new information.

Clover Hill is a place where everyone is different and has importance. Our school also provides an inclusive curriculum for students identified with a disability who are mainstreamed within our classrooms with support from our inclusion teaching staff.

In 2015, Clover Hill State School was one of three finalists in the State-wide Jack Pizzey Excellence Awards. Whilst we did not win the prize, having the acknowledgement of the work we do at our school represented at a state final was an amazing achievement.

In 2016 we also proudly celebrated some outstanding results within our performing arts program.

Gold Coast Eisteddfod Results:

- Junior Choir – 1st place
 - Senior Choir – 1st place
 - Senior Band – highly commended
 - Green strings ensemble – highly commended
 - Blue strings ensemble – highly commended
 - Disability Eisteddfod – 1st place
 - Starlettes Dance Group – 1st place
 - Dazzler Dance Group – 2nd place
 - Chillers Dance Group – very highly commended
 - Contemporary Dance – very highly commended
 - Performance Jazz Dance – 2nd Place at Beenleigh Eisteddfod
- 3rd place - Beenleigh Eisteddfod
Highly commended - Beenleigh Eisteddfod
1st place - Beenleigh Eisteddfod
2nd place - Beenleigh Eisteddfod

We value partnerships with parents and our wider school community and acknowledge the importance that productive partnerships play in realising our school vision. Our school community also has high expectations in relation to standards of student behaviour and dress. We pride ourselves in providing a safe and supportive environment and achieve this by setting high expectations, high standards and expecting 'Excellence'.

Principal's Forward

Introduction

This report details the growth, development and performance of Clover State School in 2016. It provides parents and members of the school community with information about our program development, teaching and learning foci, community partnerships and standards achieved by our students.

In partnership with parents and our wider school community, Clover Hill State School strives to provide students with access to a high quality education that equips them with knowledge, skills and attributes necessary for their future and which enables them to participate in, contribute to and connect to cultures and knowledge of the world. The curriculum at Clover Hill is student centred and based on the Australian Curriculum.

Clover Hill State School's professional community is built around high performing teams and this is our vehicle for operationalising school improvements. Clover Hill boasts having an 'excellent' reputation for offering quality educational programs that cater to students' learning needs.

We pride ourselves in providing a safe and supportive environment and achieve this by setting high Expectations, high standards and expecting 'Excellence'. We are renowned as a 'School of Excellence' particularly in respect to the extra-curricular programs that we offer our students.

As well as highlighting the strengths and successes of Clover Hill State School during 2016, this report also details the areas for further development in 2017. It is with great pride that we report on the achievements of Clover Hill State School.

School Progress towards its goals in 2016

Our key achievements for 2016 have been drawn from our 2016 Annual Implementation Plan.

Improved Student Learning	<ul style="list-style-type: none"> Enacted aspirational school wide targets and standards of achievement in Literacy and Numeracy. Delivered systematic, evidence based learning interventions and targeted support for all under achieving or low achieving students. Provided a range of support programs to support the needs of all underachieving students (inclusive of student who are achieving at level and moving them beyond with enrichment and extension opportunities). Continued the implementation of our 'Clover Challenge' program to cater for higher performing students.
School Improvement Agenda: <ul style="list-style-type: none"> ➤ Reading ➤ Writing ➤ Numeracy 	<ul style="list-style-type: none"> Students confidently articulate their learning goals and targets during classroom walk-throughs and at student-parent-teacher conferences. Staff implementing agreed upon practices in the teaching of maths, reading, writing, spelling, grammar and punctuation Staff supported to understand their practice through instructional coaching feedback
Teaching and Learning Curriculum Pedagogy	<ul style="list-style-type: none"> Implemented targeted, intensive and differentiated teaching, including the use of individual curriculum plans, differentiation placemat and pretesting. Through the analysis of systemic data such as NAPLAN and school based data it is evident that students across all cohorts have made appropriate or significant gains across the year. Continued implementation of our pedagogical framework using the Art and Science of Teaching (ASOT) based on the research of Robert Marzano. Focusing on Design Question 2 "What will I do to help student effectively interact with new knowledge" and DQ 5 "What will I do to engage students". Year 2 teachers successfully trialed an intervention model to improve student achievement in Mathematics. This model was based on the Reteach and Enrich model. Teachers administered a formative assessment each fortnight on a key mathematical concept and grouped their students according to needs.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	972	477	495	30	95%
2015*	919	432	487	37	96%
2016	929	455	474	34	96%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

As a % of previous year enrolments our year on year progression rate is very strong within our junior school. This % decreases within our senior school as many of our students are offered scholarships to attend private or state schools offering a middle schooling program.

Our school community has experienced a growing number of families immigrating to Australia from a number of Nationalities. 26 Nationalities are represented - drawing from the following countries: NZ, England, Netherlands, USA, New Caledonia, Pakistan, Iceland, Iran, Cambodia, Philippines, Germany, Ireland, South Africa, Indonesia, Denmark, Wales, Japan, India, Switzerland, Thailand, Singapore, Spain, Africa, UK and Russian Federation.

5% of our student body are from families who have English as their second language and 4% of our student population is Indigenous.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	23	23
Year 4 – Year 7	23	27	26
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our Curriculum Program covers most Learning Areas of the Australian Curriculum. We are also using the research from Marzano and Dufour (2011) to implement a Guaranteed and Viable Curriculum focused on enhancing student learning. 'Guaranteed' means that all teachers are aware of the content they are responsible for teaching and 'Viable' meaning that the amount of content is teachable in the time available for instruction. This is to ensure that there is deep learning of essential content rather than superficial coverage of a broad range of concepts.

We are also implementing the 'Art and Science of Teaching' (Marzano 2007) as our pedagogical framework for effective teaching and learning. The title words 'art' and 'science' conveying the message that teaching is both an art and science. It is an art in the sense that it involves no specific script teachers must follow as teachers are as varied in their characteristics and behaviours as students. Teaching is however also a science in the sense that there are strategies that research over time has shown to have a high probability of enhancing student achievement. These 'high probability' strategies are the tools in an effective teacher's tool box. Not every teacher uses these tools in the same way and with the same frequency – their use depends upon students' needs.

This ASoT (Art and Science of Teaching) framework incorporates three key areas of improving teaching and learning

- Use of effective instructional strategies
- Use of effective management strategies
- Use of effective curriculum design

These three key areas of improvement are underpinned by 10 design questions:

1. What will I do to establish and communicate learning goals, track student progress and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish and maintain classroom rules and procedures?
7. What will I do to recognise and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organised into a cohesive unit?

Our school also implements a range of distinctive programs to meet our local needs. These include:

- Design and Technology program – utilizing our purpose built facility.
- A school commitment to Science utilising our science centre facilities.
- A whole school 'You Can Do It' Social / Emotional curriculum is implemented.
- Student Council and Year 5 Student Leadership program.
- Interactive whiteboards, iPads, iPods and laptop computers are used extensively throughout the school with a 'Bring Your Own Device' program implemented from year 4.

We also offer a range of personalised programs to support students with identified needs which include:

- Literacy and Numeracy intervention support and programs.
- Facilitated language programs, written by our Speech Language Pathologist with specific language goals for targeted students.
- Intervention teacher aides offer reading opportunities with targeted students before school in the Learning Hub to reinforce reading skills and strategies.
- Somerset Reading Program – students work with volunteer Somerset High School mentor students once per week before school in the Learning Hub.

- Our centrally located 'Kitchen' Garden is used as a learning space, provides opportunities for class and lunchtime gardening club as well as parent and business partnerships (Bunnings)
- Involvement in a number of Science related activities – STEM Cup, Science on the Go, Science Week Celebrations. Of note, in 2016 our Science Teacher was awarded recognition from Griffith University.

We are also committed to further personalising learning to meet individual student needs and offer students the opportunity to participate in a number of online learning programs such as Reading Eggs, Mathletics, Maths Online and Manga High Maths.

- *Mathletics*: an online program that allows teachers to personalise programs to suit student's mathematical skills
- *Maths Online program*: This program also provides opportunity for teachers to personalise programs to student's learning level.
- *Reading Eggs*: This online learning program supports individualising reading.

Extra curricula activities include:

- Sport – athletics, rugby league, taekwondo, swimming, cross country, tennis and morning fitness.
- Instrumental Music Program including percussion, strings, keyboard and drumming
- Dance – including Hip Hop, Contemporary, Jazz and Musical Theatre.
- Choral program
- Student Council.
- School Camps
- Student Discos
- Speech and Drama lessons and club
- Science Club
- Gardening Club

How Information and Communication Technologies are used to Assist Learning

Clover Hill State School provides a learning environment that furthers students' ability to use new technologies to transform knowledge and skills into products, solutions and new information. Our E learning vision is for our students to develop into digital learners who:

- operate as digital citizens who act ethically, legally and responsibly.
- become skilled operators of ICT to discover, collect, organise and store data.
- have information fluency and are able to apply digital tools to problem solve.
- are creative and critical thinkers and that can construct knowledge and develop innovative products and processes.
- communicate and collaborate in real life projects.
- develop their skills in ways of working technologically in today's world.

Our Aim is that staff:

- respond to the needs of the 21st century learners - designing open ended and engaging design challenges.
- extend beyond face to face learning to digital and virtual learning environments.
- are continually provided with opportunities to improve their professional practice.

Clover Hill houses over 100 PCs and over 100 laptops which fall part of a replacement schedule. The computers are configured within classroom pods as well as access to a bank of 28 laptop computers housed in our learning hub. We have 100% connectivity. Wireless access is utilised within the school with connectivity available in all classrooms. Students and staff have access to a myriad of peripherals and digital technologies to support teaching and learning. We have a banks of iPads (>100 devices) to further support mobile learning. Clover Hill is innovative in its approach to the use of ICTs to enhance learning. Each early learning classroom is equipped with an interactive whiteboard whilst our senior classes have access to data projector technology enabling them to demonstrate strategies and engage students. Students can be regularly seen exploring hard and soft digital technologies such as video cameras, digital cameras, robotics equipment to interactive and web based software. We have used flexible staffing to employ an E-Learning Mentor who supports teachers in developing their digital pedagogy.

Social Climate

Overview

Students and parents alike acknowledge that Clover Hill State School is their preferred choice of primary school education. They indicate overwhelmingly that they consider Clover Hill to be a supportive learning environment in which students are treated fairly and they feel safe. Students and parents also acknowledge the high expectations and focus on expecting excellence.

Parents feel that Clover Hill provide their children with good learning opportunities and have an expectation that this will lead to their future success as lifelong learners.

Parent Opinion Survey results have rated school-community relations as significantly above the state and like school average. Similarly, parents have also rated our school as providing a 'safe, supportive and productive learning environment' as above state and like school data.

These results are in large part due to our focus on furthering respectful relationships, as well as the extensive support and social programs that are in place which include:

- Buddy classes
- Student Leadership program – student council
- Program Achieve - You Can Do It Social / Emotional Curriculum

Student behaviour in our playgrounds is monitored and recorded by staff on duty – providing valuable information to track both positive and negative student interactions over time. This information is used to counsel and support students. An experienced Developmental Guidance Officer works at the school and is an integral member of our school's Special Needs Committee.

We also have engaged the services of a Chaplain who provides a number of supportive programs for students and families.

- Rock and Water program – this program teaches students valuable social skills
- Breakfast program – a nutrition based program which provides basic needs and social skills
- Games program – offers the opportunity for students to hang out in a safe environment and enjoy company of others
- Boost Mentoring program – adults within our wider community befriend students as a big buddy/mentor

Parent and Student Opinion survey data validates the safe and supportive learning environment that our school provides. The Clover Hill school community is also known for its care and generosity towards others – we have implemented many 'Pay it Forward' initiatives through our Student Council Program. Our student council also continues to raise funds for community charities such as the Children's Hospital, Daniel Morcombe Foundation and the Animal Welfare League.

Parent, Student and Staff Satisfaction: Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	95%	96%
this is a good school (S2035)	98%	98%	98%
their child likes being at this school* (S2001)	100%	98%	98%
their child feels safe at this school* (S2002)	98%	96%	96%
their child's learning needs are being met at this school* (S2003)	94%	96%	93%
their child is making good progress at this school* (S2004)	94%	96%	94%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school expect their child to do his or her best* (S2005)	100%	99%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	95%	93%
teachers at this school motivate their child to learn* (S2007)	94%	97%	95%
teachers at this school treat students fairly* (S2008)	92%	94%	92%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%	94%
this school works with them to support their child's learning* (S2010)	94%	97%	91%
this school takes parents' opinions seriously* (S2011)	88%	89%	89%
student behaviour is well managed at this school* (S2012)	94%	93%	91%
this school looks for ways to improve* (S2013)	98%	97%	96%
this school is well maintained* (S2014)	100%	98%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	96%	97%
they like being at their school* (S2036)	96%	89%	98%
they feel safe at their school* (S2037)	97%	95%	98%
their teachers motivate them to learn* (S2038)	97%	94%	98%
their teachers expect them to do their best* (S2039)	97%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	95%	95%
teachers treat students fairly at their school* (S2041)	91%	88%	90%
they can talk to their teachers about their concerns* (S2042)	91%	85%	88%
their school takes students' opinions seriously* (S2043)	89%	86%	88%
student behaviour is well managed at their school* (S2044)	83%	83%	90%
their school looks for ways to improve* (S2045)	94%	97%	98%
their school is well maintained* (S2046)	96%	92%	96%
their school gives them opportunities to do interesting things* (S2047)	93%	89%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	99%	97%
they feel that their school is a safe place in which to work (S2070)	98%	99%	100%
they receive useful feedback about their work at their school (S2071)	93%	90%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	98%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	99%
student behaviour is well managed at their school (S2074)	100%	100%	87%
staff are well supported at their school (S2075)	96%	96%	94%
their school takes staff opinions seriously (S2076)	96%	91%	93%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	98%	97%	93%

* 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

Clover Hill believes student learning progress is dependent upon a partnership between home and school. Communication is promoted through weekly newsletters, class newsletters, formal and informal parent/teacher interviews. A strong sense of community is also evident with the large number of parents and caregivers attending weekly assemblies and special celebrations.

Strategies and opportunities for parents to be involved in their child's education include:

- Parent / Teacher information sessions are held each year in February.
- Parent / Teacher interviews are held at the end of Term One to discuss student progress.
- Parent / Student / Teacher conferences are held in Term Three providing opportunity for students to share their report card achievements and future learning goals with parents.
- Access to a Parent Liaison Officer who inducts new families into our school community and provides information to parents on a needs basis.
- Parents and Citizen's Association – meet every month.
- Opportunities to work in a voluntary capacity – tuckshop, classrooms, resource centre, sports days.
- 'Friend-raising' opportunities – helping out with fundraising events.
- Use of QSchools and Qparents.

Reporting student learning progress to parents is another essential component of involving parents in their child's education at Clover Hill State School. Reporting to parents in written form occurs at the end of each semester. Our teachers use a wide variety of ways to track student learning progress. They collect samples of students' work, they make observations of children working, they test student learning. As children are all different we don't judge them against one another, we make decisions about what children are learning against a set of predetermined criteria; competency is not relative to the achievement of others.

Parents are also encouraged to join with the school community to share their knowledge and expertise. Parents regularly join classroom teachers in attending our culminating 'Celebration of Learning' sessions where students share their learning with families.

Clover Hill State School also holds a number of gala events to showcase and celebrate student's learning achievements. These include:

- Years 3-6 Excellence in Learning Celebration – to recognise students who demonstrate the highest academic potential or excellence in effort. (Term 3).
- Celebration of Excellence Evening – a tradition of celebrating excellence by recognising and showcasing individual achievements of students and groups of students.

Respectful relationships programs

Our school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our Responsible Behaviour Plan for Students is available on our website and details the strategies and programs that facilitate acceptable standards of behavior as well as the educational support or intervention in responding to unacceptable behaviour. Our students are taught to identify the characteristics of bullying and harassment (including cyberbullying) and provided with strategies to address these behaviours. We participate in the National Action Day against Bullying each year.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	23	16	26
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Efforts made in 2016 continue to reduce the school's environmental footprint included:

- Recycling initiatives- recycling bins placed throughout school.
- Collection of food scraps for worm farms.
- Strong sustainability & environmental focus through a range of initiative – Bright Sparks representatives, Green Team.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	251,508	1,299
2014-2015	241,841	
2015-2016	243,063	5

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' textbox.

Find a school

GO

Sector:

- Government
- Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	74	29	0
Full-time Equivalent	61	19	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	n/a
Masters	9
Graduate Diploma etc.**	n/a
Bachelor degree	54
Diploma	2
Certificate	1

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.



Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$40558.

The major professional development initiatives (delivered through SFD and Twilight Seminars) include:

- Student Protection, Code of Conduct, Fire Safety and mandatory professional development training
- Literacy - Analysing reading records, P-10 Literacy, Writing Calibration
- The Art and Science of Teaching – Design Question 2 and Design Question 5
- Network/Cluster days.
- Financial Skills training.
- Positive Schools Conference
- First Aid Training
- Learning Alignment planning time
- Crack the Code
- Essential Skills in Classroom Management

Mentoring, Collegial and Instructional Coaching aligned to our School Improvement Agenda

- Semester 1 Coaching program focused on Reading agenda
- Semester 2 Coaching program focused on criterion based writing assessment.
- Collegial Coaching focused on spelling agenda

More specifically:

- 14 new staff members were supported with 8 x fortnightly induction meetings during Semester 1.
- 8 beginning teachers were supported with funded release for professional development and support to move to full registration with the Queensland College of Teachers. Each teacher received approximately 7 hours of in-school release time to work with our Leader of Learning.
- 17 teachers were involved in a professional learning project facilitated by Griffith University to develop deep thinking with spatial and geometric reasoning. This project was written up as a joint paper and presented at the 2016 MERGA conference.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	93%	94%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

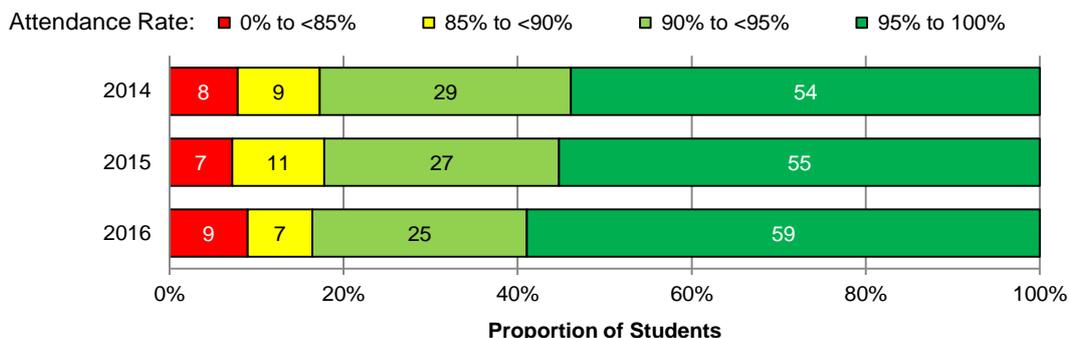
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	94%	94%	95%	95%	94%	93%	91%					
2015	96%	94%	95%	95%	95%	94%	93%						
2016	94%	95%	93%	96%	94%	94%	93%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Clover Hill class rolls are marked twice daily (morning and afternoon). Administration and classroom teachers monitor student attendance carefully and send an SMS message to parents if their child/ren is not at school. Should attendance data become a pattern, the classroom teacher or Administrator (DP) makes a courtesy call to the home. If student attendance is deemed at risk and interfering with the learning achievement of students, parents are invited to the school to make a plan to discuss the issue.

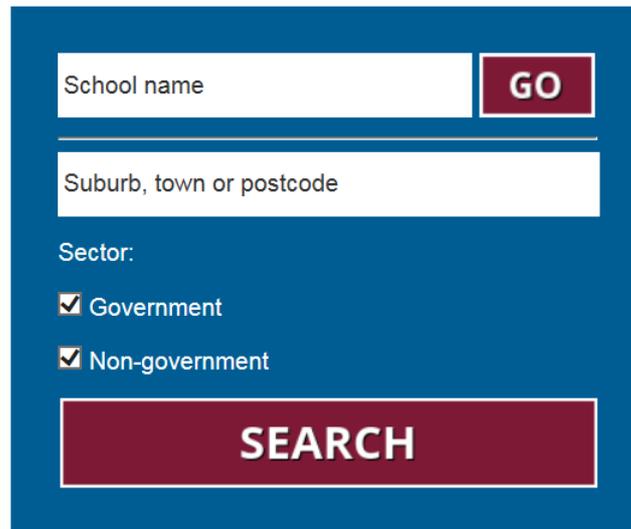
Repeated absences are directed to the Principal and procedures relating to truancy are enacted in line with DET policies and legislation. In cases of long term unexplained absence Compulsory Schooling letters are sent to parents to ensure all students are attending school as per legislation.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.