



Dayboro State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

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## School Overview

The proud 144 year history of Dayboro State School shows a transition from a remote British colonial backblock to a modern and vibrant community school on a hillside in a picturesque location less than an hour away from the centre of Brisbane. Obviously there are big changes from the early days of the school but the friendly country atmosphere of the school and sense of community are things we value and strive to retain. Classes at Dayboro range from Prep to Year 6. Dayboro students are encouraged to be successful learners, confident and creative individuals, and active and informed citizens. Excellence and equity are promoted through the school's Code of Behaviour that explicitly teaches the values of the five Bs: Be Positive, Be Respectful, Be Responsible, Be Tolerant and Be Proud. Our school benefits from a highly enthusiastic and skilled staff, supportive community and highly motivated students. As an integral part of a small community, children learn in a safe, inclusive, supportive and equitable setting. Inquiry based thematic contexts are used to deliver the curriculum, encouraging logical and higher order thinking as well as multiple approaches to problem solving. Class programs focus on essential literacy, numeracy and information and communication technology skills. We offer French, instrumental music, early intervention strategies, learning and special needs support and programs for gifted and talented students. Classroom teaching programs are differentiated to meet the individual learning potential of each student. Opportunities for extra-curricula activities include membership of the Dayboro Voices Choir, the Concert Band and a plethora of sporting teams. The Dayboro community is very proud of the achievements of our students. Students regularly achieve selection in representative sporting teams, the Dayboro Concert Band have won several awards and students annually achieve the highest awards in ICAS English, maths and science competitions. Our 'open-door' policy encourages parents to spend time in their children's classrooms. Dayboro school is active in the community participating in the full range of local community events. Parents are encouraged to become actively involved in the school, providing advice and additional resources critical to our success. School facilities include classrooms equipped with smart board technology, computers and cabled for internet usage. Most recent additions to facilities are a new multipurpose hall and a library information and resource centre that also provides spaces for workshops, break out groups and quiet reflective activities. The school has a large covered outdoor play area that is perfect for team sports and PE lessons. The school motto "Cultivating Knowledge" echoes our rural and agricultural roots. It is as fitting today as in the past as the staff at Dayboro strive to develop a thirst for learning that grows within each child.

## Introduction

At Dayboro State School we are determined as a community to embed our school motto “Cultivating Knowledge” into every aspect of school life.

Steeped in a tradition of excellence since 1874, Dayboro State School still prides itself as a place where our students and wider community are engaged together in the richness of learning – traditional values within a modern teaching and learning environment.

We strive for the development of the whole person in every child, providing curriculum and social programs which are reflective of the needs, interests and abilities of each individual and the educational aspirations of the community we serve.

We have a diverse range of academic, cultural, sporting and social program opportunities in which the school community can engage. Our school is very community based as it is a focal point of the Dayboro community.

The intent of this report is to provide parents and the wider community with a snapshot of our school. This set of information is common for all schools across Queensland. It provides an overview of the highlights and successes for Dayboro State School during 2018. I trust that you find the information about our school of interest. Please do not hesitate to contact the school should any further information be required

### School progress towards its goals in 2018

Our 2018 Explicit School Improvement Agenda was:

- Embedding the Gradual Release of Responsibility Model in Writing
- Improvement in the Upper 2 Bands in Writing
- Continued implementation of the Response to Intervention and Instruction program with targeted and extensive support in classrooms
- Improving student attendance to meet the Regional Target

Through a shared commitment to our goals we were able to achieve:-

- Improved teacher knowledge and understanding of the Australian Curriculum, Assessment tasks and the discernible differences between ratings.
- Active involvement by all teachers in the Inquiry Cycle to determine problems of practice and establish learning goals and track student progress, especially in Reading, Writing and Numeracy for students achieving D and E.
- Regular, planned opportunities for intra-school moderation of student work in Reading, Writing and Numeracy and the re-introduction of interschool moderation to ensure consistency of teacher judgement.
- Introducing the Gradual release Model for Writing across the school – with a particular focus on Modelled Writing
- Upper 2 Bands showed significant increased % in Yr 3 Reading, Spelling and Numeracy domains and maintained or increased % improvement in U2B Yr 5 results in all domains.
- Embedding data driven individual student goals for Reading and Writing, strategies and targets for student improvement.
- Utilising the Team Leader Curriculum Coach as a peer coach to support the school’s approach to the teaching of reading.
- Intensive in-classroom support with teacher aides supporting pedagogical practice in Writing, Numeracy and Reading.
- Embedding of the Response to Intervention and Instruction program to inform regular, planned data discussions and collaboration across year levels teams in PLCs
- Enhancement of ICT resources to support coding, NAPLAN Online and building teacher capacity in teaching the new Technologies curriculum.

## Future Outlook

Our 2019 Explicit School Improvement Agenda is:

- *Focus on the targeted teaching of Writing, Reading and Numeracy*
- *Lifting the performance of students achieving D and E*
- *Improving the performance of students in the U2B*

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	361	378	368
Girls	175	171	169
Boys	186	207	199
Indigenous	7	9	15
Enrolment continuity (Feb. – Nov.)	94%	98%	96%

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

- Dayboro State School was established in 1874 and is located in the township of Dayboro. In 2018, the campus averaged 360 students in Prep – Year 6. Most year levels in our coeducational school had between 40 and 60 students.
- Students attending Dayboro State School are mostly drawn from the township of Dayboro and the outlying areas.
- The parents of our children place great importance on education and provide positive support for their children's learning. As a result, most students are very motivated to learn and are capable of excellent levels of achievement. Parents have high expectations that their children will do well at school and actively pursue all avenues to ensure success is forthcoming. Many students are actively involved in local sporting and community activities. Organised sport is a large focus in the school community.
- The majority of students who complete Year 6 at Dayboro State School choose either Pine Rivers State High School or Bray Park State High School for their secondary education. The French

Language, which is offered as a LOTE at Dayboro State School is followed up with studies at the local high school.

- Dayboro State School is a central hub in the local community and has extensive facilities, which are utilised by church and sporting groups. Dayboro State School has an active P&C which is strongly supported by the school and local community in its fundraising activities.
- Our motto “Cultivating Knowledge” exemplifies the vision of the school in providing a place which inspires our students to reach their full potential in a safe, caring, and educationally challenging environment.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	24
Year 4 – Year 6	26	25	25
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

- We offer an extensive curriculum program that is based on all 8 areas of the Australian Curriculum (Mathematics, English, Science, HASS, Health and PE, The Arts and Technologies). We provide differentiated instruction to meet the varied learning needs, styles and readiness of our learners.
- Our LEAP Program (Learning, Enhancement and Acceleration Program)
  - Our three tier Response to Intervention and Instruction Program ensures all students are provided with the additional support or extension required to meet their individual needs.
  - The Dayboro Gifted and Talented Program aims to provide the students at Dayboro with gifts and talents with opportunities to develop their abilities and reach their potential.
  - We provide support to individual students with identified special needs with integrated programs in classrooms and through withdrawal programs offered in the Special Education.
- The Language Other than English that students study in Year 5 & 6 is French.
- A high quality Year Book for Year 6 is published with sponsorship from local service clubs. A copy of the Year Book is presented to each Year 6 student at the Year 6 Graduation Ceremony in December.
- The Dance Fever program is offered annually as an integral part of The Arts curriculum.
- P-4 Swimming Program provided across Term1 and Term 3.

## Co-curricular activities

- The establishment of a Makerspace in our resource centre brought with it the unique opportunity for students to explore low, medium and high technology challenges, based on interest and passion.
- Connections with our local high schools enabled nominated students to develop their knowledge and understanding of STEAM (Science, Technology, Engineering, The Arts and Mathematics) through involvement in extension programs led by our local high school teachers.
- Extra Curricula activities include participation in local, state and national competitions and projects that are conducted from time to time during the school day and after school hours. Such activities cover academic, sporting and cultural pursuits and cover varying aspects of our core curriculum. Such events include ICAS Competitions, Opti-Minds, Fun-da-Mentals, Maths Tournaments, School Concerts, Family Dance and School Disco as well as events such as local shows, Dayboro Day, ANZAC Day, and Remembrance Day.
- Sport at an interschool level from Years 5 to 6, including athletics and swimming, soccer, netball, rugby league and basketball in Year 5 & 6.
- Dayboro State School has a strong Music Program. Students have the opportunity to learn a woodwind, brass or percussion instrument in Years 4 to 6. When they have made the necessary progress, instrumental students are able to join the Dayboro School Band. The Dayboro Voices school choir involves students from Year 4 to 6 in performances at school and community functions.
- The Little Dayboro Voices involves students in Years 1 to 3.
- The Student Council with elected representatives organises charitable fundraising, supports humanitarian projects and assists with school decision making.
- Under 8s Day celebrations involving a wide range of community groups and celebrates the importance of Early Childhood education in our community.

## How information and communication technologies are used to assist learning

- Information and communication technologies (ICTs) include desktop and laptop computers, ipads, scanners, digital cameras, the Internet and various software programs that we use in school. These technologies are used across all subject areas to support learning. All students have regular access to classroom computer pods as well as those in the Library. Students access these for research, word processing, emailing and a variety of other purposes. Teachers use the Learning Place Digital Resources to develop and extend the students' knowledge and to present their work. The use of computer pods in each classroom enables integration of ICTs across all key learning areas, as well as the ability to differentiate in small group literacy and numeracy blocks.
- The establishment of a Makerspace in our resource centre offered teachers the opportunity to co-teach while developing knowledge and skills in technology, including coding and robotics.
- The use of Interactive whiteboard technology in 100% of classroom spaces shifts the way curriculum is presented in many classrooms. Development of teaching strategies using interactive whiteboards has continued with the teachers, who work with them, seeing interactive whiteboards as essential tools in their teaching repertoire. Our music room was fitted with an interactive whiteboard, meaning that all teaching spaces have access to this technology.
- Our special education students have access to iPads to enhance their learning and widen their access to the curriculum. Apps are purchased to meet the needs of individual students. iPads are also used in our upper school classrooms and within the Makerspace.
- The school website at [www.dayboross.eq.edu.au](http://www.dayboross.eq.edu.au) gives the most up to date information on the school. It also contains a copy of the Internet Agreement that all students must have before

accessing the internet at school. Some areas of the website for students and staff can only be accessed with a login and password.

## Social Climate

### Overview

- With a school population of approximately 370 students, the qualities of a community school with a caring family atmosphere are immediately evident. Our very capable staff members know all the children by name. Established processes and procedures ensure that all children receive individual assessment and participate in programs that lead to a successful and enjoyable school life.
- We expect and encourage our students to be proud of their school and its good reputation, wear the uniform with pride and behave appropriately at all times. We teach all students the 5B's: Be Respectful, Be Positive, Be Responsible, Be Tolerant and Be Proud. A system of assembly awards is maintained to positively recognise those who demonstrate that they follow the 5Bs. The Dayboro State School Behaviour Matrix was specifically taught in all classrooms during 2018 with one behaviour expectation being featured each week.
- Dayboro State School has strong links with its community and enjoys its loyal support. The school takes part in many of the special annual local events such as Dayboro Day, Dayboro Show, ANZAC Day and Remembrance Day. This contributes to a very strong sense of community ownership of the school. Many of our students are members of local sporting teams and some of the teams access the school facilities and resources.

### 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%	94%	92%
• this is a good school (S2035)	100%	99%	94%
• their child likes being at this school* (S2001)	100%	100%	98%
• their child feels safe at this school* (S2002)	100%	99%	96%
• their child's learning needs are being met at this school* (S2003)	98%	94%	90%
• their child is making good progress at this school* (S2004)	100%	87%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	95%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	92%	88%
• teachers at this school motivate their child to learn* (S2007)	100%	94%	88%
• teachers at this school treat students fairly* (S2008)	98%	99%	83%
• they can talk to their child's teachers about their concerns* (S2009)	100%	96%	90%
• this school works with them to support their child's learning* (S2010)	97%	93%	90%
• this school takes parents' opinions seriously* (S2011)	97%	95%	84%
• student behaviour is well managed at this school* (S2012)	100%	81%	83%
• this school looks for ways to improve* (S2013)	100%	93%	96%
• this school is well maintained* (S2014)	100%	100%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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\* 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)	95%	97%	100%
• they like being at their school* (S2036)	95%	96%	94%
• they feel safe at their school* (S2037)	96%	95%	95%
• their teachers motivate them to learn* (S2038)	99%	97%	99%
• their teachers expect them to do their best* (S2039)	100%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	96%
• teachers treat students fairly at their school* (S2041)	96%	86%	92%
• they can talk to their teachers about their concerns* (S2042)	91%	94%	90%
• their school takes students' opinions seriously* (S2043)	93%	86%	94%
• student behaviour is well managed at their school* (S2044)	89%	86%	85%
• their school looks for ways to improve* (S2045)	97%	98%	99%
• their school is well maintained* (S2046)	94%	92%	93%
• their school gives them opportunities to do interesting things* (S2047)	95%	95%	94%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	97%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
• they receive useful feedback about their work at their school (S2071)	97%	92%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	97%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	97%	94%	100%
• their school takes staff opinions seriously (S2076)	94%	94%	100%
• their school looks for ways to improve (S2077)	97%	97%	97%
• their school is well maintained (S2078)	100%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	97%	100%

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

The school has a friendly and enthusiastic Parents and Citizens Association that meets on the second Monday of the month at 6:30pm.

Parents are invited to participate as volunteers in the school ranging from classroom helpers, tuckshop assistants, resource preparation, reading group supervisors and technology advisors.

Close communication and collaboration occurs between parents, teachers and support staff in the development, implementation and review of Individual Support Plans for students. Individual Curriculum Plans are developed collaboratively with relevant school staff and parents/caregivers.

Vital school/home communication happens in a variety of ways:

- QParents
- Newsletter Online – Tuesday weekly
- Forms, permission slips, notes
- Discussion, interviews – by appointment
- Accessing the school website at [www.dayboross.eq.edu.au](http://www.dayboross.eq.edu.au)
- Forums offered by P&C at various times
- Information evenings, culminating day activities at the end of units of work
- Classroom visits, where appropriate, are arranged at the office for security and safety (visitors badges are available from the office)
- Emails, phone calls, and communication booklets used in some family situations.

## Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our Schoolwide Positive Behaviour System involves weekly lessons focusing on our three school rules – Safety, Respect and Learning. Our lessons focus on personal safety and awareness, conflict resolution, responding to disrespectful actions and words and processes to follow to recognize, react and report when they or others are unsafe. Each year level has a focus on child safety through the implementation of the Morcombe Foundation lessons, as well as involvement in the Walk for Daniel annual event. Our Year 5 and 6 students are involved in the 'Talk About It' Program, run by Life Education, which focusses on respectful relationships dealing with conflict, protective behaviours, identity and uniqueness of the individual. Bi-annually of Prep to Year 4 students are involved in the Life Education Van presentations, exploring healthy life choices.

## 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	7	18	11
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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Dayboro State School's Environmental Management Plan outlines our commitment to the reduction of our environmental footprint. Water tanks and pumps were installed in 2016 to harvest rainwater and to help reduce our town water usage, and although our consumption data has increased over the last 4 years, this shows our increase in our school gardening programs. Students at Dayboro SS are actively involved in learning about the environment and sustainability, with teaching how to compost and planting of vegetables. We hope to see benefits of our water tanks over the coming years, pending on weather trends and significant rainfall.

Classroom/staffroom practice smart use of air-conditioners, ensuring they are on no more than 24 degrees and keeping doors and windows closed during use. The Cleaning Team clean the filters regularly and the units are serviced annually to ensure optimal use. This is evident in the decrease in electricity consumption, along with installing solar panels to some buildings.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	112,648	110,595	96,618
Water (kL)	1,309	1,972	2,958

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.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter dropdown menus: 'School sector', 'School type', and 'State'.

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

A rectangular button with the text 'View School Profile' in a blue font.

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

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	28	17	0
Full-time equivalents	22	11	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	
Masters	2
Graduate Diploma etc.*	3
Bachelor degree	21
Diploma	2
Certificate	

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

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$12,523

The major professional development initiatives are as follows:

- Teaching staff- English Pre- Moderation.
- Mentoring Beginning Teacher PD.
- Curriculum Roadshow- Australian Curriculum
- Coaching – Feedback in literacy- Reading focus

- Australian Curriculum- Planning days for teachers
- STEAM
- Watching Others Work- Teaching staff released to observe quality practice in Reading.
- Right Brain Decoding Phonics and Spelling
- SWPBS- School Wide Positive Behaviour system
- Zones of Regulation- Whole staff PD
- First Aid- Regular updated training in CPR and First Aid
- Workplace Health and Safety- Cert IV Training for key staff
- Teacher Aide PD – Working with children with ASD.

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

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 91% 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	95%	94%	94%
Attendance rate for Indigenous** students at this school	91%	86%	92%

\* 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	93%	94%	94%
Year 1	94%	94%	93%
Year 2	95%	94%	93%
Year 3	95%	94%	93%
Year 4	95%	94%	95%
Year 5	95%	95%	95%
Year 6	95%	95%	96%

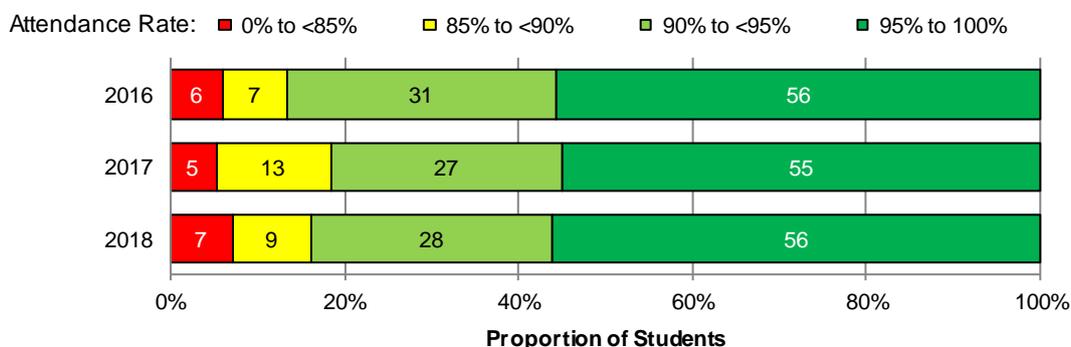
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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

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.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Dayboro State School attendance is considered to be of great importance. We regularly circulate the message that "Every Day Counts". The research behind attendance and achievement is discussed and shared with parents and parents are encouraged to ensure their children are at school every day of the school year. We monitor late arrivals and early departures as this account for large numbers of interruptions to individual student learning every day.

Teachers mark the roll electronically every morning and afternoon. Parents are asked to provide an explanation for their child's absence by either phoning the student absence phone number. If a student is absent without explanation an SMS is sent by 10:00am notifying the parent of the student's non-attendance at school. If a student is absent for 3 consecutive days, without explanation, the teacher notifies the Admin team who will then phone the parent to find out why the child is away. If the child does not return to school, the Principal will contact the parents and arrange an interview to discuss the issue further and inform them of the requirements for compulsory attendance at school.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### **How to access our NAPLAN results**

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

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

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.