



Benowa State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every Student Succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Mr Michael Josey (Principal)

# From the Principal

## School overview

Welcome to the beautiful Gold Coast and Benowa State School, which positions itself in the hub of the life and vitality of what Gold Coast living is all about.

On my commencement as Principal of this amazing school, it was clear to me from the onset, that this is a school with great pride and an expectation that Benowa State School is a school of choice to provide an education of excellence and prepare pathways of opportunity for all its students.

The specific fabric woven in this school is founded on cultural diversity, excellence in the musical arts and high academic performance. The staff compliment the ideal make-up with a diversity of ages, gender and life experiences building a richness and quality of learning environments as your child passes through from Prep to Grade 6.

I am truly overwhelmed by the depth and desire of our professional team of teachers and their support staff to make a significant contribution to shaping the best educational environment for our students at Benowa. They depict the notion of 'lifelong learners' – modelling to students that learning is everybody's business. Our staff also provide a range of extra-curricular initiatives including dance, technology, sport and chess.

Our school vision and mission is linked very strongly to preparing our children to thrive in a world of innovation, change and lifelong learning.

### Vision

**Empowering Lifelong Learners**

### Mission

We grow self-directed, disciplined and passionate learners with:

- curiosity and creativity
- integrity and authenticity

through

- collaborative partnerships
- consistent commitment to well being

## School progress towards its goals in 2018

Throughout 2018 our school continued with its focus on the Explicit Teaching of Reading and Writing. This required us to continue with the employment of dedicated pedagogical coaches to support teacher development. These efforts were reflected in our 4<sup>th</sup> consecutive year of performance improvement in the area of Reading and Writing.

Further note should be made here that where our school has improved in writing over the past 3-4 years, the rest of the nation has shown mild decline. This continues to reiterate that a focus on what research states is important for the improvement of writing, we continue to implement throughout the school.

The work our school has done to mould stronger inclusive practices has also been instrumental resulting in our Student Support Services Team delivering presentations at a regional level with more presentations to roll out in 2019. Our determination to model that all students are welcome in our school and support them accordingly in classrooms, demonstrates that our school values diversity, respects difference and can grow in our performance when the right support provisions are funded and installed into our school culture.

This year also saw the commencement of our International Student Program. With an initial enrolment provision of 10 students in our first year, we already met capacity within months of opening our doors. The enrolments taken are largely from China and Korea.

We have further extended our partnership with Jinfeng #3 Primary School in Yinchuan Province in China, with the Principal visiting the school in September of 2018, forming plans to travel with students to the province and school in 2020.

## Future outlook

There is no doubt we still have more work to do in Reading and Writing to have every classroom and every class teacher understanding clearly what it means to teach reading and writing in the manner that research suggests. With the outstanding results we are already achieving, this future work will position our school as a lighthouse for other schools to visit and learn.

Our newly formed partnerships with Benowa State High School and Keebra State High School, will enable us reflect deeply on our current work and fine tune a more accurate and precise pedagogy that prepares our older students for entry into high school.

Already we have begun modelling lessons in the primary school and observing other lessons in the high schools to learn more about the great work we already do in these two disciplines.

Our work with Inclusive practices will continue to evolve, with the provision of over \$200,000.00 allocated for the 2019 school year. This funding is largely drawn from the Investing in Schools Initiative.

## 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>	Early Childhood - Year 6

#### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	894	905	892
Girls	439	436	437
Boys	455	469	455
Indigenous	26	24	22
Enrolment continuity (Feb. – Nov.)	96%	95%	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

Benowa State School promotes understanding and inclusivity in a school that is so rich with a diverse range of cultures and backgrounds. Our Benowa State School population consists of a plethora of different nationalities represented by 31 cultures and over 46 different languages spoken within our school. Approximately 2% of our student population identifies with being Indigenous or of Torres Strait Islander background. Approximately 5% of students being verified with a disability and approximately 10% of the school population were included as having a disability in the Nationally Consistent Collection of Data.

This diversity has enabled a wonderful culture of inclusion and acceptance to be developed and it is with such a blend and diverse variety of cultures, backgrounds and abilities, that our school motto 'Empowering Lifelong Learners' is paramount and is reflected in the positive interaction between all students and teachers within the Benowa State School community.

We celebrate diversity by embracing each person's unique identity and giftedness. Our Harmony Day and NAIDOC celebrations each year acknowledge and value this diversity.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	24
Year 4 – Year 6	28	27	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

## Curriculum delivery

### Our approach to curriculum delivery

- Our curriculum is based upon the Australian Curriculum for English, Maths, Science, HASS, The Arts, HPE and Technology.
- Our Language other than English is French for students in years 5 and 6.
- Our school uses a range of online learning tools to support student achievement. These include: Mathletics, Reading Eggs, Maths Seeds, blogs, wiki's, The Learning Place and Weebly Education. Frequently used apps include See Saw, Explain Everything and Scratch Junior
- We have a digital technology teacher who works with all students and teachers from Prep to year 6.
- We have a strong instrumental music and choral program for students in years 3 to 6.
- Play is the Way is implemented in Prep to 6.
- Year 4 students embark on Entrepreneurial education
- Incursions and excursions across all year levels
- Specific Dance lessons run by Footsteps dance for all years
- A personal and social education program run in conjunction with Trevor Hendy and the Surfers Paradise Surf Lifesaving Club
- Drone program in Year 5
- Specialist teacher for Visual Arts and Drama
- PAT Maths for all students in years 3 to 6
- Age appropriate pedagogies in Prep and Year 1

### Co-curricular activities

Benowa State School offers a wide variety of extra curricula activities that develop the interests of our students. These include:

- Auditioned school choirs from years 2 to 6 students
- Stage band for students in years 5 to 6
- Junior and concert bands for years 5 to 6 students
- Choral participation in QLD Youth Music Awards
- Band and string participation in regional instrumental camps
- Gold Coast Eisteddfod – choral, instrumental and strings
- Benowa Voices participation in the Currumbin ANZAC day dawn services.
- Scientific, technological, engineering and mathematical learning (STEM) club
- A 4 day leadership camp at Maroon Education Centre for year 6
- Camps in years 4 and 5
- Participate with Queensland Academies in year 6
- Student leadership program providing opportunities for year 4 to 6 students
- Sports programs include opportunities to compete in a range of sports at school, district and regional level
- Activities led by the school chaplain including Go N Run, Starfish Club, lunch time activities, empowered girls self-esteem group for years 4 to 6 students
- Before and after school activities.
- ICAS for years 5 and 6
- Readers Cup for year 6 students
- Premiers Reading Challenge

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

- Used across all curriculum areas
- Build into assessment items
- Digital pedagogies teacher across the whole school
- I pads in all classrooms
- 2 computer labs – one laptop lab and one desktop lab
- Specific apps for specific grade levels

- ICT skills built into year level planning
- Access to the internet
- Upgraded wireless access
- Year 5 drone program
- Lunchtime clubs for coding
- A number of staff completed their Apple teacher qualification

## Social climate

### Overview

Benowa's school climate is driven by the broad range of programs and initiatives we run from year to year. Due to the very diverse cultural make-up of our school clientele, such programs as Harmony Day, NAIDOC Celebrations and International Study Tours offer our students a wonderful lens into the world of culture. The commencement of our International Student Program has also woven into the fabric of the school an even more authentic embrace of diversity within our philosophy.

Our focus on school wellbeing is driven by a range of special initiatives supported through our well being coach, mindfulness programs and reducing overall staff workload projects. Supporting us further in this space are three days of Chaplaincy Service and the multitude of clubs that offer students a broad range of activities to be involved in during their breaks as an alternative to the range of traditional play break programs.

A significant part of our social climate is the school wide approach being utilised to support all learners. Our school has been working towards inclusive practices by channelling all of our support resources into classrooms for teachers to use within their teams to ensure all students can belong to the school community, engage purposefully in learning and experience success.

Below is an outline of some of the views given by the community, students and staff about school performance in a range of areas including school climate and wellbeing.

### 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)	94%	93%	95%
• this is a good school (S2035)	95%	93%	93%
• their child likes being at this school* (S2001)	97%	95%	95%
• their child feels safe at this school* (S2002)	98%	93%	97%
• their child's learning needs are being met at this school* (S2003)	98%	92%	95%
• their child is making good progress at this school* (S2004)	95%	91%	92%
• teachers at this school expect their child to do his or her best* (S2005)	97%	97%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	89%	89%
• teachers at this school motivate their child to learn* (S2007)	92%	92%	97%
• teachers at this school treat students fairly* (S2008)	97%	89%	93%
• they can talk to their child's teachers about their concerns* (S2009)	97%	91%	97%
• this school works with them to support their child's learning* (S2010)	94%	91%	90%
• this school takes parents' opinions seriously* (S2011)	89%	90%	89%
• student behaviour is well managed at this school* (S2012)	95%	86%	92%
• this school looks for ways to improve* (S2013)	97%	95%	97%
• this school is well maintained* (S2014)	90%	88%	87%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	93%	96%
• they like being at their school* (S2036)	97%	96%	95%
• they feel safe at their school* (S2037)	95%	95%	94%
• their teachers motivate them to learn* (S2038)	97%	97%	94%
• their teachers expect them to do their best* (S2039)	98%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	95%	94%
• teachers treat students fairly at their school* (S2041)	93%	86%	81%
• they can talk to their teachers about their concerns* (S2042)	92%	84%	84%
• their school takes students' opinions seriously* (S2043)	90%	85%	84%
• student behaviour is well managed at their school* (S2044)	89%	85%	75%
• their school looks for ways to improve* (S2045)	98%	99%	91%
• their school is well maintained* (S2046)	87%	89%	92%
• their school gives them opportunities to do interesting things* (S2047)	94%	90%	91%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	100%	91%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	91%
• they receive useful feedback about their work at their school (S2071)	94%	89%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	93%	89%
• students are encouraged to do their best at their school (S2072)	100%	100%	97%
• students are treated fairly at their school (S2073)	100%	100%	97%
• student behaviour is well managed at their school (S2074)	100%	94%	97%
• staff are well supported at their school (S2075)	94%	94%	91%
• their school takes staff opinions seriously (S2076)	88%	88%	88%
• their school looks for ways to improve (S2077)	100%	100%	97%
• their school is well maintained (S2078)	89%	91%	94%
• their school gives them opportunities to do interesting things (S2079)	97%	97%	91%

\* 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

Interactions between staff, students, parents and families are caring, polite and inclusive. Parents speak highly of the school staff and the support they provide to families and students. Parents are invited to information sessions at the beginning of the year. The leadership team recognises many families have busy lives and are exploring other modes of



communication. A recent parent survey was well supported with many families taking time to provide additional comments. A number of practices are currently being explored and employed to increase parent involvement including text messaging parents for whom English is a second or third language.

The school views parents and families as integral partners in student learning. Significant time and resources are allocated to build the connections between the community and families with the early childhood service providers that are aligned with the school. The Abecedarian Approach is utilised by the providers and the school. This approach enhances students' language and conceptual understandings through conversational interactions.

The school is held in high regard by students, staff members, parents, other schools and the wider community.

There are established partnerships with parents, families, other primary schools, secondary schools, universities and the wider local community to improve opportunities and outcomes for students.

Partnerships are developed strategically for the benefit of students. The school has provided leadership in the establishment of the Being, Belonging, Becoming (3B's) early childhood network. The group has been exploring relevant approaches to the development of oral language in young children and negotiating a common language for the writing of transition statements for children transitioning from local early childhood programs into Prep.

49 early childhood providers on the Gold Coast transitioned children to Prep classes for the 2019 school year. The school conducts a structured transition process with its local early childhood service providers. In 2019, 85 transition statements were received.

The school supports a playgroup that operates on the school site.

Griffith University and Southern Cross University (SCU) supply the majority of the 80 preservice teachers per year who undertake practicum placements with experienced teachers at the school. Undergraduates from Queensland University of Technology (QUT), the University of Southern Queensland (USQ) and Curtin University also participate. The structured preservice program is facilitated by a teacher operating one day per week as the preservice coordinator.

The work the school has undertaken in addressing its priority focus direction in reading and writing has been shared with other schools to inform their development. Schools on the Gold Coast and in Ipswich have investigated its professional learning journey. Schools in the local cluster have sent representatives to the school for presentations on school professional development days, and teachers have presented at conferences.

A partnership with Keebra Park State High School has built a professional relationship between the schools in the area of reading that has resulted in the two schools taking a leading role in the Reading Champions network in the region. The pedagogical coach is shared between the schools each week, providing further opportunities for the schools to explore and implement pedagogies that relate particularly to teaching students in upper primary and junior secondary.

Students in the upper year levels accessing Benowa State High School for science lessons is one outcome of the partnership developing between the schools. The schools negotiate to support one another in the management of critical incidents.

The school is a Queensland Academies partnership school. This allows the involvement of a cohort of highly capable students in Year 6 in the academy's Maths Challenge program. Students develop persistence, confidence and resilience in addition to exploring mathematics at a more challenging level. The possibility of a group of students participating in a Science, Technology, Engineering and Mathematics (STEM) challenge is being investigated.

The work of the school's partnerships is reviewed and refined as they progress. Partnerships are viewed as sustainable and are growing and have become an accepted part of the culture of the school community. As many of the partnerships are relatively new, the school is yet to implement a more formal process to determine whether the partnerships are having a longer-term impact on improving outcomes for students.

Representatives from Surfers Paradise Surf Life Saving Club work with Year 3 classes to support a wellbeing component of the health curriculum, through the delivery of the Little Heroes program.

The school accepts 70 undergraduate occupational therapy students and 15 physiotherapy students through its partnership with Griffith University. They undertake long-term practicum work on the campus, to the benefit of children requiring support.

Parents are viewed as important partners in their child's learning. Parents value dialogue with the school and appreciate opportunities to learn about curriculum offerings, classroom organisation and teaching approaches, school initiatives and ways in which they might assist their child to improve. The school newsletter is a fortnightly publication and is supplied to families electronically.

In addition to speaking face-to-face, classroom teachers communicate with parents through email, the Seesaw App and Class Dojos. Teachers send home curriculum overviews early in the year and some follow these up with term overviews. Parents report communication from teachers varies considerably and some with several children enrolled at the school highlight the benefits of a more consistent approach to communication with parents across all classes.

The P&C comprises a small, active group of parents who are focused on improving school facilities. They undertake a range of fundraising initiatives and social events to promote social cohesion in the school community. The biennial Mayfair is a major event on the P&C calendar and provides a practical opportunity for the involvement of the multicultural community. The current priority of the P&C is to install air conditioning in classrooms as fundraising allows.

Report cards are sent home in Terms 2 and 4 and parent teacher conferences are offered in Terms 1 and 3. Parental attendance at conferences is significant. Some teachers note a reduction in the number of parents attending. Several indicate this may relate to parents being acquainted with students' achievements and classroom activities through sharing via the Seesaw App.

A chaplain works in the school three days per week. Their activities focus on social and emotional support and networking with external agencies to promote student wellbeing.

Helping Hands Outside Hours School Care (OSHC) operates each day on the school campus and provides a service valued by many families. It is registered to accommodate up to 90 children.

## Respectful relationships education programs

Benowa State School provides programs that have a focus on respectful relationships. These include Play is the Way, Emmy, Radiance, Seasons for Growth, Sacred Sister, Smiling Minds, Little Heroes and Live Your Best Life. The school utilises a whole school approach through the use of the Play is the Way program to support students' development of personal and social capabilities. The Emmy program operates in Year One and is a protective behaviours program delivered by ACT for Kids. The Radiance program is offered to girls in Year 4 to 6 and focuses on assisting girls to feel positive and empowered in developing their identity as young women. The school employs a Wellness Mentor who works alongside teachers to deliver aspects of the Smiling Mind Mindfulness Program.

Benowa State School also has a Guidance Officer and a Chaplain that support students in the school community with pastoral care and also through the development of students' knowledge and skills to be able to solve conflict without violence.

Benowa State School supports women and girls by running two community events throughout the year. They include International Women's Day and EmpowHer to build awareness and support mechanisms for domestic violence, wellbeing and women's/girls parity.

## 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	9	10	11
Long suspensions – 11 to 20 days	1	0	0
Exclusions	1	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

Continued water leaks that occur from year to year still burden the budget with payments for excess usage. Continued work is being undertaken with Education Queensland to help reduce the frequency of these incidences.

A reduction in power usage is being handled through ensuring that lights and fans are turned off during periods of time when rooms are not in use. In saying this, Benowa State School, compared to the Statewide average, demonstrates a very successful low use of power by comparison.

In terms of paper consumption, in 2016 a new series of photocopies were brought into the school with double sided printing being the default setting and a significant reduction in duplication allowances for all teachers. The Administration office has gone paperless by not printing excursion letters, invoices and permission notes, instead sending these home electronically.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	170,746	168,788	167,765
Water (kL)		2,557	

Note:

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

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

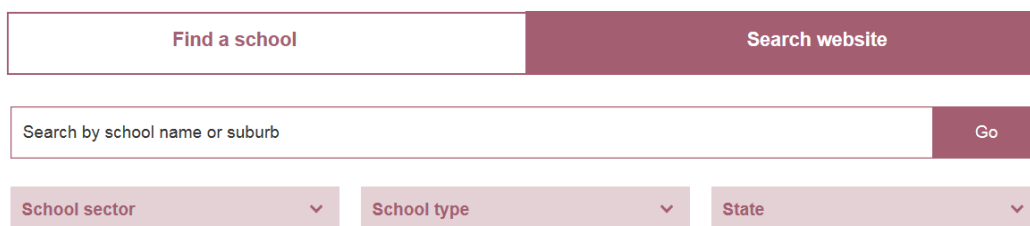
## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### ***How to access our income details***

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



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



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

#### Note:

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

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	65	38	0
Full-time equivalents	59	22	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	3
Graduate Diploma etc.*	8
Bachelor degree	48
Diploma	4
Certificate	1

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

### Professional development

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

The total funds expended on teacher professional development in 2018 were \$112,204.10.

The major professional development initiatives are as follows:

- Rigorous Reading Champions Network Days
- Collaborative Learning Days
- Pedagogical Coaching in Reading and Writing
- Collegial Engagement - Watching Others Work
- Advancing STEM
- Thinking and Learning Conference – Melbourne
- Beginning Teachers Network and associated Professional Learning
- Empowering Teachers Conversations
- Conversational Intelligence
- Wellbeing: The Third Space
- Inquiry – Kath Murdoch
- EmpowHer and International Women's Day Awareness Raising

- Effective Pedagogies (AAP)
- Phonemic Awareness (P-2)
- Digital Pedagogy capability
- Dialogic Reading
- Anita Archer TOT Training and workshops
- LM4W coaching in TWR and build professional capacity within the team
- Sheena Cameron - Developing a Writing Programme
- Seven Steps Training
- Play is the Way

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, 98% of staff were retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	95%	94%
Attendance rate for Indigenous** students at this school	93%	93%	90%

\* 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

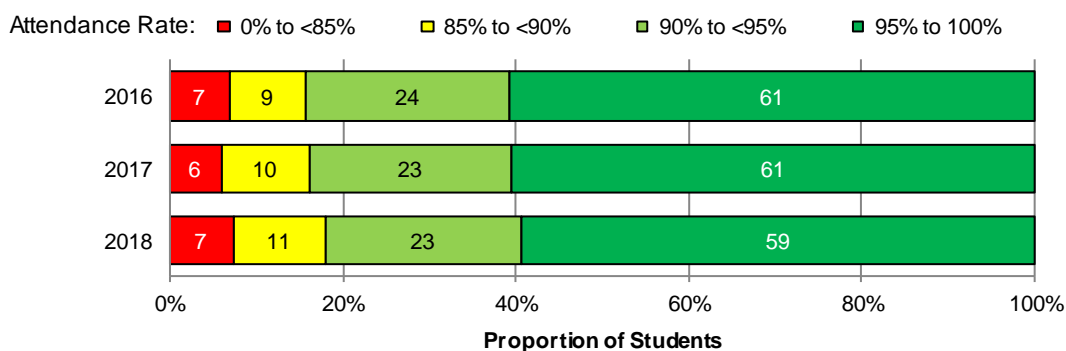
Year level	2016	2017	2018
Prep	95%	96%	95%
Year 1	95%	95%	94%
Year 2	95%	95%	93%
Year 3	95%	95%	94%
Year 4	95%	94%	95%
Year 5	95%	95%	93%
Year 6	92%	94%	95%

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 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.

Benowa State School's Attendance Plan reflects the Department of Education procedures and expectations. Rolls are marked twice a day at 9am and 2:15pm. School absence data is recorded by the OneSchool Data base. Parents are able to notify absences by phone message, emails, through QParents app, or notes to the class teacher.

Data is taken from OneSchool on Monday for the previous week for each Phase (P-2; 3-6) by the delegated administration officer, and given to the supervising Deputy Principal with the following possible outcomes:

- Contact will be made with parents of students arriving late consistently, or absent without explanation.

When a student absence is unexplained for 3 or more days within a week:

- Student absence letter is sent home, requesting advisement of reason/s for absence (OneSchool letter). For repeated non-attendance, correspondence is sent home as per Education Queensland policy.

At Benowa State School, we promote 100% attendance by:

- drawing attention to the importance of consistent attendance during initial enrolment interview
- providing regular reminders in the school newsletter and on the school sign
- reviewing attendance data (late arrivals and absences) regularly, and responding accordingly

## 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.