Drillham State School

ANNUAL REPORT
2016

Queensland State School Reporting

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2

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School Overview

Established in 1899, Drillham State School is located 360 kilometres west of Brisbane on the Warrego Highway. It is nestled within prime cattle and agricultural country and more recently mining and gas exploration. Drillham State School is a co-educatonal school for students from Prep to Year 6. Our student population of approximately 27 is drawn from the rural township of Drillham and surrounding properties.

School life at Drillham State School is underpinned by the motto of 'Happiness thorugh Learning' and the principles of being safe, responsible and respectful. These principles enable students to reach their potenital in a safe, supportive and inclusive enrionment. Drillham State School has dedicated, skilled staff who take ownership for every student's progress, ensuring every student has access to and participates in the Australian curriculum across all learning areas through quality teaching and learning. At Drillham State School we embrace the belief that every student can and will succeed and achieve no matter the circumstances or obstacles. We are committed to lifting the performance of all students ensuring every student improves. We are committed to one years growth for one year of schooling with an unyielding focus on lifting students literacy and numeracy skills through a commitment to improving reading.

With the support of a strong P&C (Parent & Citizens) and consistent staffing, Drillham State School is well resourced and positioned to prepare students with the knowledge, skills and confidence to participate successfully within their community and beyond. With effective and efficient resourcing we are able to achieve a highly individualised learning environment where students are explicitly instructed using the gradual release model in a multi-age, cooperative learning environment where small groups are utilised to meet the educaitonal needs of the individual. As an Independent Public School we are committed to working in new ways to maximise learning outcomes for all of our students.

Introduction

This report provides an overview of our school progress and successes for 2016. It provides statistical data and information collected throughout 2016. It includes results from the National Assessment Program – Literacy and Numeracy (NAPLAN), School Opinion Survey and staff composition. This report highlights the positive, productive partnership between students, parents / carers and staff at Drillham State School.

School Progress towards its goals in 2016

During 2016 the priorities outlined in the Annual Implementation Plan (AIP) included:

PRIORITY 1 - MATHEMATICAL PROBLEM SOLVING

GOAL - Increase the percentage of students in Year 3 and 5 achieving above the national average and achieving at or higher than the national relative gain (including reflection of past year 7 achievement) for mathematics.

Throughout 2016 staff participated in intense professional development involving mathematical problem solving developing understanding and application of a range of strategies to improve student's achievement, including the use of open ended questioning. Staff then reviewed and analysed the whole school maths program. In 2017 staff will develop and embed a school program based on the Australian curriculum incorporating proficiency strand (understanding, fluency, reasoning & problems solving) with improved alignment across Prep to Year 6 and supporting pedagogical resources and material.

PRIORITY 2 - READING COMPREHENSION

GOAL - Increase the percentage of students in Year 3 and 5 achieving above the national average and achieving at or higher than the national relative gain (including reflection of past year 7 achievement) for reading.

Throughout 2016 staff participated in online professional development that focused on the teaching of reading. This will be continued into 2017. Staff embedded and reflected up the whole school reading program, incorporating explicit expectations regarding the pedagogy and teaching strategies used for reading comprehension with supporting resources and pedagogical strategies. Additional teacher aide support was purchased for reading groups and literacy development in the mornings. Our NAPLAN reading results remain high with many of our students achieving above regional benchmarks.

PRIORITY 3 - HANDWRITING

GOAL - Achieve automaticity of handwriting, developing fluency and control for all students based on year level expectations.

Throughout 2016 staff reviewed, analysed, redeveloped, embed and reflected on the schools handwriting program, incorporating best practises to support high quality instruction, up skilling staff. A focus was placed on perfecting printing including size, slope and directionality before moving onto joins. More time is required to analyse results.

PRIORITY 4 - PLAYGROUP

GOAL - Increase connectedness for O to 5 year children and their families with Drillham State School in readiness for compulsory schooling.

During 2016 staff were able to deliver playgroup once a week for two hours at Drillham State School, employing a teacher aide to implement the program and prepare resources. Sessions were well attended with positive feedback from parents. Student's transition into 2017 was excellent.

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Future Outlook

The school Implementation Plan for 2017 highlights the following key Priorities:

PRIORITY 1 – THE TEACHING OF MATHEMATICS

GOAL - 100% of students achieving a 'C' or above for Mathematics; Whole school mathematics program embedded; 100% of staff participating in PD aligned to Professional Development Plan and school priorities.

During 2017 staff will develop a whole school mathematics program, with improved alignment of strands and descriptors across Prep to Year 6, explicitly incorporating the proficiency strand. Staff's capacity to teach mathematical proficiencies and use digital technologies within mathematics will be developed through peer support. Processes to record differentiation and student development will be enhanced and the Pedagogical framework will be embedded and evident in all classes.

PRIORITY 2 – THE TEACHING OF READING AND DEVELOPMENT OF LITERACIES

GOAL - 100% of students reading at or above age level; 100% of classroom staff completed 'How to teach reading'; 100% teachers participating in moderation.

Throughout 2017 students reading development will be supported through additional support and integrated programs. Staff's capacity, knowledge and understanding of how to teaching reading comprehension and higher order thinking skills will be developed using the online professional development reading modules. Staff's utilisation of metalanguage across all learning areas will also be developed through peer support and focused attention.

PRIORITY 3 – FORMALISING COACHING AND FEEDBACK

GOAL - 100% of staff participating in coaching and feedback & professional conversations.

Throughout 2017 staff will consolidate a formalised coaching and feedback process across the school without losing the intrinsic coaching model already occurring across the school.

PRIORITY 4 – SUPPORT EFFECTIVE TRANSITION

GOAL - >90% parent satisfaction in SOS; 100% parent satisfaction with Prep transition and participation in school events; Principal and parent satisfaction with information sharing with high school.

Throughout 2017 staff will develop positive relationships to support transition from home to school and Drillham State School to Miles High. This will include conducting weekly playgroup using I4S funding, support in the newsletter, community events and transition meetings with Miles High.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	29	14	15		100%
2015*	31	10	21	4	90%
2016	29	12	17	1	88%

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).

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Characteristics of the Student Body

Overview

Drillham State School holds a good repetition for providing quality differentiated curriculum in a supportive environment. Of the total school population, 7% live within the Drillham Township, 52% on surroundings properties and 41% from further afield. The student population throughout 2016 was generally stable with families working on properties, within the township of Miles and within the gas and coal industry. During 2016, 3% of the population identified as being of indigenous background. In 2016 Drillham State School consisted of two classes with one full time classroom teacher and two part time classroom teachers who also fulfilled other teaching roles to ensure consistency of staff and development of effective relationships. Student distribution was split between Prep to Year 2, Year 3 & 4, Year 5 & 6 to maximise effectiveness of curriculum delivery.

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	29	16	17
Year 4 – Year 7			
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

At Drillham State School, our curriculum is based around the 8 Learning Areas. The Australian curriculum is implemented for English, Mathematics, Science, Humanities and Social Sciences (History and Geography) in 2016 with full implementation in 2017. The Queensland curriculum is implemented for the Arts, Technology, Health and physical education, and Languages (Japanese) with a focus on literacy and numeracy across all learning areas. The Queensland curriculum learning areas are delivered in a multi-age manner to encourage the interaction of Prep to Year 6 enabling students to support and learn from each other.

The school has a visiting Physical Education teacher. LOTE is conducted via iconnect and tele-learning through the Brisbane School of Distant Education. Students have access to a school funded music teacher who visits every Friday during the middle session, conducting choir at lunch time. Learning support is fully integrated into the class program to maximize 'in class' time, inclusivity and connectedness for students. Access to a Guidance Officer and Speech Therapist occurs upon request.

A range of strategies and organizational structures are implemented within the classroom to ensure the best learning opportunities occur for all students within a multi-age setting. Students work in a wide range of groupings including explicit teaching sessions, ability groups, year level groupings, small groups and one-on-one, depending on individual needs.

Physical activity is an essential element of our school program to support academic development. Morning fitness occurs every morning. Students have access to an extensive range of play and sporting equipment. Students have the opportunity to participate in Tri-stars sporting events, Miles & District sporting events and inter-school sporting activities including athletics coaching each year.

At Drillham State School we value the individual and the need to use effective pedagogies to meet the developmental needs of all students. Within our curriculum we incorporate the school garden and weekly cooking to support oral language development and mathematics. We conduct a morning reading program with 3 teacher aides which focuses on reading, sight words, oral language development, speech and individual needs. We timetable outside play for Prep to year 2 as well as establishing prior to school and after school play time that aligns with bus timetables to develop social and emotional well-being. We integrate our teacher aides into the timetable to ensure maximum support for students and uninterrupted teaching

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Co-curricular Activities

In addition to the set curriculum, students at Drillham State School have access to a range of extra curricula opportunities. Students can participate in:

- Tri-Star's sporting teams for Miles & District sports.
- Drillham and Dulacca athletics coaching, swimming training, cross country and sports days.
- Miles show, academic competitions, Western Downs regional events, Wonder of Science conference and Dalby eisteddfod.
- Activities such as QGC road awareness, SEAT visit, Premier Reading Challenge, School reading challenge, Under 8's activities Book Week and Get Active Queensland.
- School camps at Columboola Environmental Education Centre, Tallebudgera and the biannual whole school camp (Rockhampton 2015).
- Parent conducted sports training such as athletics coaching, softball practice and soccer practise in a lead up to Miles & District sporting events.
- Behaviour reward programs such as computing and Wii.

How Information and Communication Technologies are used to Assist Learning

- At Drillham State School staff and students have access to PC's, iPads, laptops and XO's with an approximate ration of 1:2. All digital devices have access to the school network and internet through fiber optic and wireless network.

- ICT's are an integral component of daily teaching and learning at Drillham, being incorporated into all Learning Areas. ICT use is consistently integrated into all parts of the learning process to enhance explicit instruction and contemporary pedagogies. ICT's are used:
  - To support the implementation of the Australian and Queensland curriculum
  - To support learning and unit work through activities such as use of learning objects, videos, YouTube demonstrations, online activities and data collection.
  - To support students demonstration of learning through activities such as multi-modal presentations, movie making, voice recording and personal folios.
  - To increase the resources available to students for research and information comparisons.
  - To present and manage work such as written assessment and assignments.
  - As part of skill development such as number facts, typing skills and Mathletics.
  - To access Languages other than English (Japanese) through online learning.
  - To enhance communication through the use of emails and chat sessions.

- Students have access to a wide range of devices and peripherals to enhance their computer interaction. This includes use of a smart board, interactive touch TV, digital cameras, digital video cameras, scanners, web cams, digital microscopes, digital voice recorders and other similar equipment. Students have access to a colour photocopier and laser printers to support their learning and presentations. Resources such as Blubots, Edisons and Makey Makeys were purchased to support digital technologies.

- Teachers use ICT's to assess students learning; record, track and analyze results and review progress and document student's progress, assessment and reporting. ICT's are an integral part of planning, teaching and assessment.

- Staff developed digital technologies in 2016 by participating in activity days with Columboola staff and completing a short course for STEM through Griffith University.

Social Climate

Overview

Drillham State School offers a safe, supportive and caring environment, built on respectful relationships, where participation and involvement of families and community is promoted. All parents / carers and community members, as well as our playgroup families are encouraged to take part in events and celebrations associated with the school such as Book Week, Under 8's, cross country and library borrowing. Students have weekly access to the 'Miles Chappy' as part of the schools pastoral care program.

At Drillham State School our behaviour management policy is based on the principles of SWPBS (School Wide Positive Behaviour Support) where positive behaviour is reinforced and promoted through consistency of approach, acknowledgement of success and regular communication between school and home. Students are supported to develop safe, responsible and respectful behaviour and are encouraged to seek support from staff to address and work through issues experienced at school on the day the issue occurs to ensure that they feel safe and supported at all times.

A weekly newsletter is sent out to all families and community members. Our newsletter promotes school events, informs parents / carers of classroom activities, supports positive parenting, and celebrates student's successes as well as keeping parents / carers informed of State Schooling initiatives. The Drillham P&C is an integral part of Drillham State School where families are encouraged to be involved in decisions related to their child's education. Three meetings are held a semester to support involvement.

Parents / carers receive two written reports per year. Two formal interview periods occur each year, one per semester. These meetings review individual needs and educational focus. Parents / carers can request an interview at any time throughout the year to discuss their children's progress.

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

Student opinion survey

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

Staff opinion survey

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
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)	100%	100%	100%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

The Drillham Parents and Citizens Association (P&C) is a very active body with a focus on improving the educational opportunities for students at Drillham. The P&C supports the development of school policies and documents such as the Responsible Behaviour Management, Annual Implementation Plan and Budget. It provides additional resources to support teaching and learning as well as funding school activities such as camps and excursions. The P&C works collaboratively with the school to provide great resources, facilities and grounds for students.

Parents / carers are invited to attend school events such as class celebrations, Under 8's, Book Week and sporting events. At Drillham, where ever possible parents / carers are encouraged to bring younger students to events, to familiarize them with the school setting prior to formal enrolment. In 2016 we were able to continue the Drillham playgroup to enhance this goal.

Parents / carers are encouraged to become volunteers at the school in areas such as:-
- ✓ Morning reading
- ✓ Classroom support
- ✓ Sporting teams – managing, coaching and transporting.
- ✓ Attendance on excursions and at class presentation.
- ✓ Tuckshop – organising and cooking.
- ✓ Preparing resources and classroom materials.
- ✓ Transporting students to events.

Open communication between teachers and parents / carers is supported through phone calls, emails, letters and face to face formal and informal meetings. Parents / carers are encouraged to communicate with staff regularly. Parents / carers are able to arrange an interview with their child's teachers to discuss academic progress, social issues or other aspects of their child's education at any time.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Relationships are covered through our health units where students act out and demonstrate positive behaviours.

Through our weekly behaviour focus students develop knowledge and skills to resolve conflict without violence. Through the school behaviour program students focus on safe, responsible and respectful behaviours.

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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	0	0	0
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

Drillham State School has 24 solar panels installed to support reducing energy consumption. School processes are in place to reduce electricity consumption such as turning of lights when not in use, turning off water coolers and water heaters each afternoon. Energy efficient light bulbs are installed throughout the school. Other efforts to reduce the school's environmental footprint have been made through using the councils recycling program; timed irrigation system, and reusing paper. Drillham State School relies on tank water and therefore four pumps are required which impacts on electricity consumption. During 2016 energy rose due to requirements of the computer hub installed by the department in the office. It required the air conditioner to run for more than 12 hours a day to keep the device at the required temperature.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	10,419	0
2014-2015	9,603	
2015-2016	11,452	

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'** text box.

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	3	4	0
Full-time Equivalents	2	2	0

Qualification of all teachers

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

*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 $9799.66

The major professional development initiatives are as follows:

- Age Appropriate Pedagogies
- Problem solving online webinars
- STEM short course
- Data literacy
- Moderation
- Literacy continuum
- Miles cluster principal meetings; Band 5 principal meetings; Like-school meetings & ERG's
- Two cluster moderations
- Mandated training

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.	99%	99%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

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Performance of Our Students

Key Student Outcomes

Student Attendance

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).	96%	97%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).		91%	96%

*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%	96%	99%	97%	96%	96%	96%	DW					
2015	96%	97%	97%	98%	95%	97%	97%						
2016	95%	93%	97%	99%	95%	98%	97%						

*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:
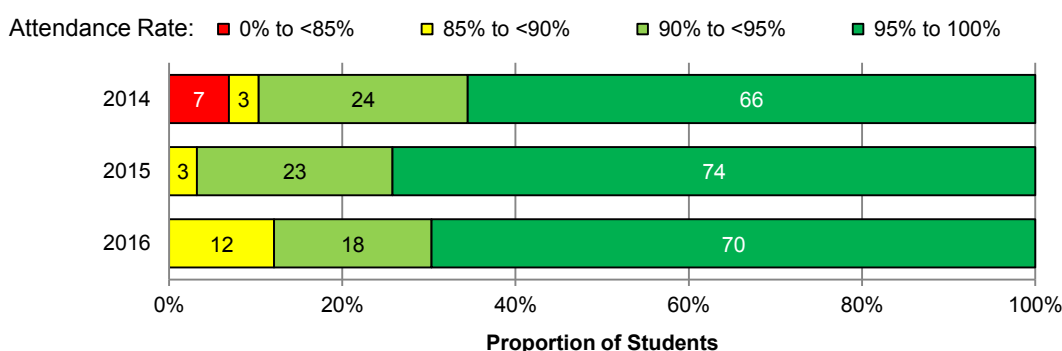
Description of how non-attendance is managed by the school

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 Drillham State School rolls are marked twice daily. Student non-attendance needs to be explained by parents / carers though face to face notification, notes, emails or phone calls to the school, preferably on the day in question or prior. The Principal follows up absences with families on the morning that the student is away if the school does not have knowledge of the absence. Unexplained absences are generally non-existent at Drillham State School due to the communication between principal and families.

For anticipated long absences, parents / carers are requested to discuss the matter with the principal prior to the event occurring. During any absence longer than 1 day, parents / carers are requested to keep the school informed of anticipated return and family circumstances. Absences of 10 or more days are recorded on the appropriate paper work in OneSchool.

Regular reminders regarding attendance are included in the school newsletter. A poster with the effects of non-attendance is clearly displayed at the entry to the school. An overall attendance rating is published in the newsletter each week.

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.**

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.

Conclusion

Through-out 2016 we have continued our commitment to developing highly qualified staff so that they have the skills and resources to support our mantra of 'Every Student Succeeding'. This will continue into 2017 with an explicit improvement agenda focused on reading and mathematics.

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