I am very pleased to present the Esk State School’s Annual Report for 2013. Esk State School strives to provide a learning environment for its students in which they are supported by dedicated staff and a supportive community. The scope of this report is on our achievements for 2013 in academic areas using data gathered from the National Assessment Program – Literacy and Numeracy (NAPLAN) results in reading, writing and numeracy for Years 3, 5 and 7. Also reported are key elements from the yearly School Opinion Surveys completed by Staff, Students and Parents.

During 2013 our school’s four key priorities were:-

1. **Curriculum** - Implement a high quality Australian Curriculum with a focus on gaps in outcomes in Literacy and Numeracy.

2. **Teaching Practice** - Develop and implement a Pedagogical Framework aligned with State and Regional agendas.

3. **Build school and community partnerships** - Connect with parents and the community to support successful student learning outcomes.

4. **Principal Leadership and School Capability** - Build capability and capacity in school leadership teams and P&C Assoc.

Some detail on progress in these area include the following:-

**Curriculum**

1. School programs are reviewed to ensure alignment and integrity with the Australian Curriculum and resources are purchased to support it. **Progress:** Whole School Curriculum Plan was reviewed in line with the Australian Curriculum and made accessible on school network.

2. Teachers provided opportunity to co-operatively plan units of work and assessment items, these also include differentiated activities/tasks which cater for the needs of Identified students. **Progress:** Planning time was not provided to a sufficient allow full cooperation between year levels.
3. In early Term Two conduct in-school moderation of the A-E report card rating. **Progress:- Moderation was planned and actioned. This provided teachers with a sound sense of achievement across classes.**

4. Higher Order Thinking Skills and Differentiation are embedded in units of work and daily practice. **Progress:- Staff undertook professional development in Symphony of Teaching and Learning – a quality Higher Order Thinking skills and processes.**

5. Develop a framework to support teacher so that students are provided with constructive and regular feedback on their Individual personal and learning goals. **Progress:- Processes for observation of teachers teaching were established and feedback provided to teachers**

6. Attendance – Monitor attendance of students from Year 4 to 7. **Progress:- One School was used for monitoring attendance as was communication with teachers. Contact with parents of regularly absent students was frequent.**

7. Review Reading Resources in lower school and restock appropriately. **Progress:- This was begun and will continue in 2014.**

**Teaching Practice**

1. Access regional resources for professional development in use of iPads in schools. Resources are purchased to support Technologies. **Progress:- Staff attend training and implement new learning. This has been specifically targeted at support for student with disabilities**

2. Continue implementation of School-wide Positive Behaviour Support Program and Games Factory. **Progress:- Implementation continued with greater outcomes in behaviour support and reduced incidences of inappropriate behaviours.**

3. Support Learning Teacher leads assessments in reading comprehension to monitor each student’s performance. **Progress:- Assessments are undertaken for each student and teachers inserviced on the process for storing results on OneSchool.**

4. Principal engages in coaching and feedback processes by observing each teacher teaching and engage in conversation about pedagogy and any other identified area of classroom practice or management. **Progress:- This was done and is ongoing through 2014. The outcome has been significant in that a new level of professional dialogue about the art of teaching has developed among staff.**

5. In conversation with principal teachers can nominate a skill area they would like developed. **Progress:- All staff participated in developing performance process.**

6. Provide learning support for students in the lower two bands of NAPLAN Reading Year 3 and 5. **Progress:- Support Teacher provided Literacy support to these students. Gains were realised in reading.**

7. New staff is inducted using a high quality induction package. **Progress:- The Induction Program was improved and used with new staff. Induction meetings are diarised and carried out.**

8. Implement standardised tests to ensure alignment with Regional Benchmarks:- Pat Reading and Pat Maths. **Progress:- STL&N was the focus for this work She also supported staff and students in the implementation of the new online testing process.**
Principal Leadership and School Capability

1. By end of Term 1 all teachers and Principal had completed their Developing Performance Plans. **Progress**: Plans were developed and agreed to by the Principal and the Assistant Regional Director. During regular meetings staff and Principal were able to track skill development.

2. On-going throughout the year meet with P&C to continue support and connections with school and community. **Progress**: Regular contact was kept with the P&C to support and guide their support of the school and students.

3. Fostering innovative community partnerships. **Progress**: More work needs to be done in this area – to build community confidence in the school.

School and Community Partnerships

1. Weekly Celebration of improvements through newsletter, noticeboards and announcements in staff meetings, parent-teacher meetings and on the school website. **Progress**: These were regularly publicised in the weekly newsletter, website, staff and P&C Meetings.

2. Parents and Caregivers take an active interest in the operation of the school and are always welcomed as partners to Education Week, Open Days, Sports Days, Meet and Greet Evenings, Parent Teacher Interviews etc. **Progress**: Activities were publicised, promoted and attendance figures kept.

3. Work with P&C members to broaden the school’s connection to the wider community. **Progress**: Establishment of the P&C and school Facebook pages occurred and also the redevelop the school web site.

4. Involve parents in classrooms, continued development of Learning and Wellbeing Framework. **Progress**: Teacher timetables for parent involvement in classrooms were established and displayed. There was no a very large group of parent volunteers in 2013.

Future outlook

Areas for development and improvement based on 2014 Annual Implementation Plan

**Curriculum and GRG (Great Results Guarantee)**

1. Teachers plan C2C units of work and assessment items across year levels, these also include differentiated activities/tasks which cater for the needs of identified students.

2. Conduct in-school moderation of the A-E report card rating.

3. Lift results in Writing Year 3 from NMS 92.9% to 95%, Year 5 from 77.3% to 92% and Year 7 from 68 to 90%

4. Lift numbers of students in the upper 2 bands in Reading - Year 3 28.6% to 35%, Year 5 9.1% to 20%, Year 7 20% to 35%

5. School wide implementation of student assessment folios begins in 2014

6. Student personal learning goals are set and reviewed

7. GRG - Increase the percentage of students in Year 3 who are achieving the NMS in reading from 85.7% to 96%.

8. GRG - Implement the Early Start Testing materials for Prep Students in order to target support and intervention programs.
9. GRG - Engage with the Esk Kindergarten staff and its community to better prepare 0-5 year olds for the Prep Year.

10. GRG - Develop evidence based learning plans for students at risk of not achieving NMS in reading and all other domains in 2014.

11. GRG - Further develop teacher capability in explicit instruction and data competency by engaging them in coaching, feedback, classroom profiling and reflection and practice.

12. Monitor student reading outcomes against Regional Benchmarks.

13. Supply resources for reading, writing, Maths and Science geography, History and other KLAs (Curric 201100, CTG 202500, Library 204800)

Teaching Practice

1. Strong pedagogical practices exist throughout classrooms. Professional Development is supported and ID in the PD Plan.

2. New staff is inducted using our induction program.

3. Student achievement data is used to inform decision making.

4. Implement standardised tests.

Principal Leadership and School Capability

1. Complete Developing Performance Plans: - Principal and staff.

2. Monitor attendance Pre to Year 7

3. Staff attend compulsory PD Training

4. Continue implementation of School-wide Positive Behaviour Support Program, social skill program (Play is the Way) and student wellbeing and educational support

5. Support P&C to develop partnerships with school and community.

6. Provide for management and administration of the school

Community Relationships

1. Consult with school community on performance of the school.

2. Increase the number of parent volunteers in the school.

3. Celebrate the work of student, staff and P&C.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2013: Prep to Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>189</td>
<td>97</td>
<td>92</td>
<td>85%</td>
</tr>
<tr>
<td>2012</td>
<td>168</td>
<td>83</td>
<td>85</td>
<td>90%</td>
</tr>
<tr>
<td>2013</td>
<td>191</td>
<td>96</td>
<td>95</td>
<td>89%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:
In 2013 our school had eight classes, most of which were multi-aged groupings. In 2013 the school experienced increased enrolment. Students attending this school are from a rural background. A small percentage of students have a parent or parents who travel up to 45 minutes for work. Many parents work in the Esk Township and surrounds while others travel to Ipswich, Brisbane, Gatton or Toogoolawah for work. A large percentage of the families who move into the area say they do so for a lifestyle change or to access cheaper housing. The school is serviced by three bus routes, the longest of which takes 45 minutes one way. Forty percent of students travel on these buses from farms and blocks of land in two large rural housing developments south of Esk. A small percentage of students walk or ride to school. On completing Year Seven students attend Toogoolawah State High School, Lockyer District High School, Lowood or private high schools closer to Ipswich. Students at this school are happy and friendly and generally well behaved. 3% of the Students enrolled at the school in 2013 are from an Indigenous or Torres Strait background, the remainder are generally from European background. Many families connected with the school have had several generations of their family attend the school which has been open for 139 years.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>18</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>20</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>8</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:-

The school was organised into eight composite and non-composite groups from Year Prep through to Year 7, including our Prep class. Again in 2013 eight Key Learning Areas were offered: - English, Maths, Science, History, Studies of the Environment and Society, Health and Physical Education, Language Other than English, The Arts and Technology.

Other distinctive curriculum offerings and support included:-

- School wide online access to Mathletics Reading Eggs and Accelerated Reading
- Instrumental Music (Specialist teacher)
- Junior and Senior Choir (Specialist teacher and parent support)
- Specialist teachers for Library, Cultural Studies, and Physical Education
- Bodies and Relationships Education
- Support Teacher focusing on Numeracy and Literacy
- Special Needs support aimed at supporting students at risk, in need of educational support and those who are in need of enrichment and extension.
- Guidance Officer
- Chaplain
- Speech and Physical Therapy services (as required)

Extra curricula activities

- Instrumental Music – Concert Band
- Choir - Junior and Senior Choirs
- Athletics – Inter-house, Inter-school and Regional Carnivals
- Reader’s Cup (Year 6 and 7)
- Camps
- Excursions
- Gala Sporting Days held between Esk and Toogoolawah schools
- Gymnastics Program
- Fun with Maths Program
- Attendance at Esk’s Anzac Day Service
- Biggest Morning Tea
- Musical Performances at the local Under 50s Club
- Esk State School Student Leadership Program
- Opportunities for public speaking
- Jump Rope for Heart
- Various band and choir trips to perform
- Walk Safely to School Day
- School Chicken Care Program

How Information and Communication Technologies are used to assist learning.

All teachers use a laptop to support their planning and teaching.

- Electronic Whiteboards are in every teaching space and their use is embedded in curriculum planning.
- Students access three online learning programs to support Reading and Mathematics.
- Computers are replaced on a scheduled basis.
- Teachers and students use digital cameras, microscopes and microphones to enhance learning across the key learning areas.
- iPads started being used by teachers in classrooms as a tool to further provide access to the curriculum and to engage students in learning.
- Students have access to online literacy and numeracy programs which support their learning.
Our school at a glance

Social climate

During 2013 our Chaplaincy service was maintained at approximately 2 days per week. The Upper Brisbane Valley Chaplaincy Committee regularly during the year to provide a strengthened and more focused support for Chaplaincy. This resulted in funding support from the group which enabled our Chaplain to attend one full day per week. During 2011 application was made to the State Government for funding to increase Chaplaincy hours in the school during 2012 and this was maintained during 2013. The support and encouragement offered to students through this program is significant and the range of activities provided throughout the year afforded students an exciting element of enjoyment and involvement.

The Schoolwide Positive Behaviour Support Program (SWPBS) continued its implementation during 2013. There was a strong focus on teaching students what the expected behaviours are across the school. Students are very familiar with the school's Motto, Values and Rules. Discussions were held with the Student Council about their preferred options for SWPBS Rewards. These will be developed further during 2014.

Parent, student and staff satisfaction with the school

Results of the 2013 School Opinion Survey show that parents' general satisfaction with the school is declining. Students, however, do not share this view as their level of satisfaction has increased across all areas but one of the areas of the survey. Staff satisfaction with the school is very high.

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>86%</td>
<td>75%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>86%</td>
<td>71%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>79%</td>
<td>69%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>79%</td>
<td>75%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>90%</td>
<td>81%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>85%</td>
<td>66%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>86%</td>
<td>77%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>90%</td>
<td>74%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>89%</td>
<td>84%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>82%</td>
<td>67%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>77%</td>
<td>71%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>86%</td>
<td>81%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>82%</td>
<td>77%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>93%</td>
<td>91%</td>
</tr>
</tbody>
</table>
### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>71%</td>
<td>91%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>79%</td>
<td>82%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>72%</td>
<td>88%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>91%</td>
<td>88%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>74%</td>
<td>79%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>56%</td>
<td>82%</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously* (S2043)</td>
<td>83%</td>
<td>88%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>54%</td>
<td>79%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>88%</td>
<td>91%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>92%</td>
<td>79%</td>
</tr>
</tbody>
</table>

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree that:</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>100%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>100%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>96%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>96%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>92%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>92%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>92%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>92%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>92%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>96%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Involving parents in their child’s education

Parents were encouraged to be involved in regular classroom support as well as supporting other school activities such as:-

- P&C activities
- Tuckshop
- Athletics Carnivals
- Swimming Carnivals
- ANZAC Day
- Dress Up Days
- Book Week
- Easter
- Classroom projects and other learning experiences
- Transition to High School meetings and information sessions
- Classroom volunteers

Esk State School also involved parents in their children’s education by offering twice yearly interviews in Terms One and Three. Report Cards were published in Term Two and Four each year. At any time through the year parents can discuss student progress by making appointments to meet with teachers. Parents were kept up to date with activity at school by the weekly newsletter and the school’s website. Parents are encouraged to become involved in the life of the school by volunteering as classroom helpers. The number of parents taking part in this decreased in 2013. Attendance at P&C Association meetings increased.

Reducing the school’s environmental footprint

The school actively worked to reduce its environmental footprint. The school has its own swimming pool which adds to expense. Solar Panels have been installed on the roof of the Janet Pearce Library and A Block are returning electricity to the grid. This has had pleasing results with appreciable drops in electricity use.

Our paper recycling program continued throughout 2013 with the support of dedicated Teacher Aides and students actively encouraged to recycle correctly. A weekly recycling competition is run between the classrooms. In 2014 Prep will begin recycling.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>90,640</td>
<td>1,790</td>
</tr>
<tr>
<td>2011-2012</td>
<td>97,917</td>
<td>793</td>
</tr>
<tr>
<td>2012-2013</td>
<td>64,033</td>
<td>1,121</td>
</tr>
</tbody>
</table>

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition

<table>
<thead>
<tr>
<th></th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>13</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>11</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>8</td>
</tr>
<tr>
<td>Graduate Diploma etc.</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
</tr>
</tbody>
</table>

* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $3873.17. (10% of the School Grant allocation)

The major professional development initiatives are as follows:

- Coaching and Feedback
- Mentoring
- Return to Work Coordinator
- Administration Financial Training
- Maximising Achievement Program – Principal
- Principal’s Conference
- Annual Training for Grounds and Cleaning Staff
- Athletics Accreditation Courses – University of Queensland
- Support for Students with Disabilities Training
- Regional Inclusive Education Program
- Principal’s Business Meetings
- Workplace Health and Safety
- First Aid and CPR Refresher
- Explicit improvement agenda
- Regional Improvement and cluster Development Strategy
Our staff profile

- First Steps in Viewing
- Professional Reading- Explicit Instruction – Archer and Hughes (2011)
- Soundwaves – School Spelling Program
- Review Essential Skills for Classroom Management
- Flying Start – Understanding the Adolescent Learner – Preparation for Year 7 going to High School in 2015.
- Australian Curriculum - Geography C2C implementation

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

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 2013 school year.

School income broken down by funding source

School income 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 says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>94%</td>
<td>90%</td>
<td>94%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>2012</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>93%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>2013</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>93%</td>
<td>94%</td>
<td>91%</td>
<td>94%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate:  
- 0% to <85%  
- 85% to <90%  
- 90% to <95%  
- 95% to 100%

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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 Esk State School each teacher marks the roll twice per day. Firstly before 9:00am and then again at 1:30pm. Teachers contact school administration if students are absent for up to three days in a row and which are without explanation. Administration then makes contact with parents to follow up. Parents must contact the school to inform administration about the absence and the reason.

Parents use various methods to contact the school regarding absence:-

- E-mail
Performance of our students

- Student Absence Answering Service
- Phone calls
- Notes and letters
- Face to face
- Absences are checked weekly and entered into our computer system.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/](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 says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

During 2013 10% of students identified as Indigenous. In 2013 we worked to “Close the Gap” between the performance of Indigenous and Non-Indigenous students in our school.

**Attendance**

In 2013 attendance rates for our Indigenous students was the same as our non-indigenous students.

**Attainment**

During the 2013 NAPLAN Tests only several students sat the tests. Due to this low cohort number it is not possible to report and their attainment. This is due to privacy policy.