



Griffin State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

It is with great pride that I invite you to peruse the 2018 School Annual Report for Griffin State School. Since establishment in 2016 the Griffin School community has worked in close partnership with purpose and passion to create a school that achieves the best possible for each child by embedding practices that are truly **Anchored in Excellence**.

This report provides a snapshot of the significant achievements of our school throughout 2018. It celebrates and acknowledges our progress and describes the significant work done by a dedicated group of people that includes staff, learners and parents. Their work has been a work of the heart and mind. All within our community have a steadfast belief that our work is about nurturing young people to have both character and competence so that they are able to capably take their place in an ever-changing world. This belief is espoused through our school's Values and Learning Priorities:

Values: The values of **Humanity** (Heart), **Integrity** (Mind) and **Grit** (Effort) underpin school wide practices and articulate a desire to nurture young people with character and perseverance.

Learning Priorities: The Griffin Graduate will be Literate, Numerate and Curious with programs designed to develop the skills to prepare them for their futures. **Curiosity and Powerful Learning** provides the organisational framework for this work.

In our infancy, careful consideration has been given to ensuring highly effective, evidence-based organisational practices are embedded to accommodate rapid enrolment growth. Timeless traditions have also been established that will take this community into its future.

I trust that you find the information in this report both informative and enlightening.

Vicki Baker

Founding Principal

Griffin State School

School overview

Griffin State School is committed to creating a supportive, innovative learning community where each learner is successful. Our school vision **Anchored in Excellence** articulates a commitment to ensure learners experience quality learning that challenges and enables them to become literate, numerate and curious. In the Griffin community, **Learning is the Work** and we work with intention to develop each child's character, competence and a love of learning.

School progress towards its goals in 2018

The school's Explicit Improvement Agenda throughout 2018 continued to focus on:

- Reading
- Inquiry
- Building Staff Capability

Griffin State School's key achievements for 2018 include:

Embedding the school vision, Anchored in Excellence, our values of Humanity, Integrity and Grit and our priorities for learners to be Literate, Numerate and Curious. Feedback from our school community consistently reports a high level of satisfaction with the culture of the school and that learners are getting good education at this school.

Embedding a highly effective Professional Learning Community process to facilitate intentional collaboration for staff providing job embedded professional learning firmly centred on building teacher capability to drive student improvement.

A successful school initiated 'mini review' in the domain of Systematic Curriculum Delivery. Commendations were given by the external reviewer with recommendations for 2019. Recommendations include:

- *Continue to develop the moderation processes in operation, particularly with a view to expanding opportunities for moderation activities beyond Griffin State School and its present neighbour arrangements. A spread of school contexts will assist in ensuring the widest possible basis for establishing and standards.*
- *Explore opportunities and strategies to ensure that the Administration team can provide support and guidance to class teachers through ensuring the intended curriculum is enacted in line with the requirements of the Australian Curriculum and school expectations.*
- *Continue to develop and build teacher understanding of the pedagogical framework of the school.*
- *Continue to enhance processes for the review of curriculum units vary across year levels and to document modifications and enhancements to further assist the development of quality curriculum into the future.*

Continued to develop the school's Diverse Learning Model as the vehicle for delivering structured resourcing and intervention support throughout the school.

Continued to establish consistency of implementation of the GSS Whole-school approach to Reading.

96% of year three learners at or above NMS in reading and 46% in the U2B.

Continued to implement and refine inquiry as an approach to teaching and learning incorporating a split screen approach to the implementation of Learning Intentions, Success Criteria and Learner Tools.

The development of an Early Years Successful Transitions Program. At Griffin SS this is referred to as 'Prepping for Prep'. In 2018 the program was expanded becoming an intense and comprehensive program with multiple opportunities for parents and early learners to experience the school environment and allowing for a successful transition to school. This program was highly effective in meeting the needs of learners.

A strong, positive culture for learning through a range of strategies that include:

- The implementation of Positive Behaviour for Learning.(PBL)
- Building on Growth Mindset
- Investigation and trial of evidenced based wellbeing and social emotional learning strategies. A number of staff completed Berry Street training and a decision was made to engage with Reboot in 2019 to progress. It was also recognised that a focus for 2019 would be on staff well-being.

Future outlook

In 2019 the school's Explicit Improvement Agenda will continue to focus on:

- Reading
- Inquiry
- Building Capability

The school's sharp and narrow focus for 2019 will include:

- Ensuring induction processes support the successful transition of new staff into our community.
- **Towards Zero:** Reducing the number of learners across the school achieving below 'C' in English and Mathematics.
- Weekly job embedded professional learning through cohort Professional Learning Communities (PLC) to build staff capability and focus student learning and outcomes: a minimum of a year's growth for a year's worth of learning for each learner.
- Continuing to build the data literacy of teachers through the (PLC) process, scheduled data conversations and data wall.
- Continuing to develop effective pedagogical practices with a particular focus on learner goals, split screen learning intention/success criteria and learner feedback.
- Continuing to embed Inquiry as an approach to teaching and learning in all learning areas.
- Curriculum and Assessment review process to enhance delivery of real-life, authentic learning contexts from Prep to Year 6 and focus on evidence of learning and achievement 'for', 'as' and 'of' learning.
- Implementation of a consistent school wide approach to the teaching of reading through the Gradual Release of Responsibility Model.
- School wide implementation of an attendance strategy to reach a target of 95% attendance and 0% unexplained absences.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	306	473	697
Girls	140	204	328
Boys	166	269	369
Indigenous	12	23	34
Enrolment continuity (Feb. – Nov.)	95%	93%	93%

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

At Griffin State School we embrace and celebrate our cultural and ethnic diversity and focus on each child as a unique individual. Our school population comprises a large number of learners, 13%, for whom English is a second language/dialect, with 5% of learners identifying as Indigenous and 4% as a Student with a Disability. A total of 54 nations are represented in our community, a significant proportion drawn from India and the Pacific Islands. Our newly established school is the heart of a growing community and throughout 2018 we experienced continued and rapid growth in student enrolments from 662 to 726. Transience in student population is an emerging trend. The school has been re-master planned to accommodate a predicted enrolment of 1375 learners at its peak. Planning for further construction to accommodate this growth has commenced.

Average class sizes

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

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

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

At Griffin, we work relentlessly to design and deliver high quality teaching and learning programs that will equip each child with the necessary knowledge, skills, character and competence to be successful learners, confident and creative thinkers and active and informed citizens. We recognise that 'teach' and 'learn' are synonymous and that each member of our community is a learner. Curriculum planning at Griffin encompasses the expectations of the Australian Curriculum and our school context, while authoring the environment to help learners be curious and foster a sense of wonder, engagement and enjoyment in learning. Learning begins with where each child is 'at' and focuses on where they need/would like to 'be'. Our Whole School Curriculum Plan ensures that our

curriculum delivery is seamless, developmentally appropriate and both horizontally and vertically aligned within and across year levels. Griffin community members work together to make fair, equitable and ongoing judgements about learners' achievements and use this to inform future learning experiences.

Our whole school approach to support learning:

To foster a school culture that promotes learning, we:

- embrace a shared belief that each child can and will learn and each teacher can and will teach.
- embrace a shared belief that all members of our school community are learners.
- believe that every learner should be given quality teaching to progress in their learning.
- reflect our school Values of Humanity, Integrity and Grit in designing and planning learning activities and in our interactions with each other.
- actively encourage high rates of attendance and implement, monitor and review an attendance strategy to promote high rates of attendance.
- embrace parents and the wider community as genuine partners in the life and learning of our school.
- teach expected behaviours explicitly and use consistent strategies to acknowledge positive behaviour and improve problem behaviour.

A whole school approach ensures a cohesive response to diverse learning needs and consistent practice in a culture of ongoing improvement which sets high expectations, monitors learner progress with school-wide analysis and discussion of achievement data, and supports learning with quality teaching focused on improving the achievement of each learner. Our teaching and learning programs are adapted to suit the needs of our school context and our diverse learners and foster a sense of connectedness through real-world purposefulness and problem solving. Our whole school approach to curriculum provision, using a continuum of support, caters for the learning needs of each child.

Co-curricular activities

- Instrumental Music Program
- Ready Readers Program
- Ongoing commitment to sport and physical activity through Gala Day interschool sport and Running Club before school.
- Lunchtime clubs including Curiosity Club, Art Club, Work@Home Club, Chess Club, STEM Club and Documentary Club.
- An outstanding Arts program with an emphasis on drama, music and dance with junior and senior choir and drama clubs, as well as Creative Dance.
- Prepping for Prep Transition Program.

How information and communication technologies are used to assist learning

At Griffin State School, a Bring Your Own Device (BYOD) program is in operation, utilising iPads from Prep to Year 6 ensuring that the use of devices for learning is purposefully embedded across all learning areas. Griffin State School teachers believe that the integration of ICT's is critical to our learners being connected with the curriculum and their own learning as well as ensuring that learning can transcend the classroom environment. The BYOD program, combined with the school equity fleet, supported the NAPLAN Online School Readiness Testing (SRT) and the planned transition to NAPLAN Online in 2019.

Social climate

Overview

Our school community has identified three core school values, Humanity, Integrity and Grit which underpin our school philosophy and promote high expectations of responsible behaviour. Staff of Griffin State School insist on three imperatives for learner engagement, that each child:

- trusts and respects their teacher.
- has friends at school.
- has work at their level

All areas of Griffin State School are considered teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We are implementing the research validated 'Positive Behaviour for Learning' framework to achieve our identified social behaviour and academic outcomes. Our school community has identified five Schoolwide Behaviour Expectations to teach and promote our high standards of responsible behaviour, to be:

- Organised
- Safe
- Caring
- A learner
- Respectful

Griffin State School is committed to inclusive school practices. Griffin teachers focus on each child as an individual and work with intent to maximise the learning – academic, social, emotional and behavioural, outcomes for each learner. Staff at Griffin State School work with conviction to ensure that each child who leaves our school community as a 'Griffin Graduate' will have achieved success in their learning and:

- Be literate, numerate and curious.
- Have a steadfast belief in their own ability to learn and be successful.
- Have an understanding of, and respect for, Indigenous ways and cultural diversity.
- Be well-rounded individuals with the character and competence to take their place in the world.
- Be more curious about learning than when they arrived.

Each learner is supported with suitable adjustments and curriculum provisions to enable them to work, strive and achieve at their level. At Griffin, we set high expectations, value and celebrate diversity and employ high quality, evidence-based teaching practices focused on success for each

learner. Our whole school approach directs support to different levels of need. Three layers provide a continuum of support with increasingly focused and personalised teaching and intervention at each successive layer — including increasing levels of adjustments, monitoring of learning and behaviour, and involvement of support staff. At Griffin we identify the appropriate layer of support through the regular analysis of data and ongoing monitoring of learner progress.

Differentiated teaching:

Differentiated teaching responds to the particular learning needs of each child as a regular, ongoing part of curriculum provision. Teachers vary what learners learn, how they learn and the methods used to demonstrate their learning progress based on performance data, individual learning needs/styles and evidence-based research.

Focused teaching:

Learners requiring additional support to meet their individual learning needs are provided with focused teaching

through revisiting key concepts and/or skills and using explicit and structured teaching strategies. Learners may be given more and varied opportunities to practise skills and have multiple opportunities to achieve intended learning and behavioural outcomes.

Intensive teaching:

Despite quality differentiated and focused teaching, some learners who are operating substantially below or above year level expectations will require intensive teaching to reduce barriers to learning and engagement. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop sequential mastery of basic concepts, knowledge and skills. At Griffin State School, teachers record details of intensive teaching in Personalised Learning Plans and on our Differentiation of Curriculum and Delivery document.

At Griffin State School we use the Hub Model for the inclusion of support through our highly trained Education Assistants in class rooms to maximise the equitable offering of support to learners. Teachers work together in teams to identify support needs and allocate resources accordingly.

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%	100%	97%
• this is a good school (S2035)	94%	100%	92%
• their child likes being at this school* (S2001)	94%	88%	100%
• their child feels safe at this school* (S2002)	94%	96%	95%
• their child's learning needs are being met at this school* (S2003)	94%	96%	86%
• their child is making good progress at this school* (S2004)	94%	96%	89%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	97%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	96%	91%
• teachers at this school motivate their child to learn* (S2007)	94%	96%	94%
• teachers at this school treat students fairly* (S2008)	94%	92%	86%
• they can talk to their child's teachers about their concerns* (S2009)	94%	96%	95%
• this school works with them to support their child's learning* (S2010)	94%	96%	89%
• this school takes parents' opinions seriously* (S2011)	94%	91%	88%
• student behaviour is well managed at this school* (S2012)	94%	83%	75%
• this school looks for ways to improve* (S2013)	94%	96%	91%
• this school is well maintained* (S2014)	94%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	97%	92%
• they like being at their school* (S2036)	89%	87%	88%
• they feel safe at their school* (S2037)	92%	88%	90%
• their teachers motivate them to learn* (S2038)	97%	97%	96%
• their teachers expect them to do their best* (S2039)	93%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	95%	94%
• teachers treat students fairly at their school* (S2041)	88%	85%	86%
• they can talk to their teachers about their concerns* (S2042)	83%	81%	85%
• their school takes students' opinions seriously* (S2043)	87%	87%	85%
• student behaviour is well managed at their school* (S2044)	79%	70%	77%
• their school looks for ways to improve* (S2045)	95%	94%	94%
• their school is well maintained* (S2046)	93%	88%	92%
• their school gives them opportunities to do interesting things* (S2047)	85%	98%	90%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	88%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	95%
• they receive useful feedback about their work at their school (S2071)	100%	96%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	89%	85%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	88%	86%
• staff are well supported at their school (S2075)	100%	88%	88%
• their school takes staff opinions seriously (S2076)	100%	88%	90%
• 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)	92%	96%	98%

* 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

Being involved in the Life and Learning of the school...

At Griffin State School parents are valued as genuine partners in the learning of their child. We believe firmly that parents and the broader community play a vital role in enhancing the life and learning of our school and in supporting successful learning outcomes for their children. We believe that strong, productive relationships with parents and the wider community are built on a foundation of:

Communication:

- The use of a range of communication methods including Facebook, Class Dojo, school website, email, text messaging, newsletter and digital signage to keep parents up-to-date with school events supports active participation.
- Celebrations of Learning at the end of each term for parents to share in their child's learning, celebrate their successes and set goals for improvement.
- Community Coffee events every month to engage parents in the life of our school and build positive relationships between Griffin families.
- Parent education sessions scheduled regularly to assist parents understanding of how and what their child is learning.
- Community Open Day and Parent Information Evening at the beginning of each school year.
- Class newsletters distributed at least three times per term to inform parents of what is happening in class rooms and how they can assist their child's learning.

Learning Partnerships:

- Strong relationships have been forged with the P & C and School Council to involve members in meaningful decision making to shape this community. P&C plays an active and significant role in bringing our school and community together.
- Involving parents in goal setting discussions with their children at Celebrations of Learning.
- Fostering strong relationships with the wider community to expand opportunities for authentic learning experiences such as Lions Club, Rotary, CWA, school adopt-a-cop and local high school.
- Volunteer induction program for parents.

- Strong relationship built with local early years childcare providers – Early Years Network for successful transition to Prep.

Community Collaboration:

- Community members are invited to community events at the school such as Open Days, annual Christmas Concert.
- Open school facilities for community use, including sporting groups, community meetings/groups.
- Develop strong links with local community groups such as the RSPCA, Lions Club for fundraising.

Decision-making:

- Actively encourage parent and community participation in the school P & C, through forums, surveys and feedback loops.

Respectful relationships education programs

The Respectful Relationships program is delivered to each Griffin State School learner as part of our Health curriculum with the use of C2C units as a resource. Through the Respectful Relationships program our learners build their knowledge and skills to be able to solve conflict without violence, including a strong focus on friendships and how we can acknowledge and handle our emotions and reactions to difficult situations. The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

Griffin State School also works in partnership with our adopt-a-cop to deliver elements of the Respectful Relationships program as part of an initiative by the Queensland Police to combat violence, including domestic violence, at the ‘grassroots’ level, as well as a Protective Behaviours program. Our Protective Behaviours program involves our learners in developing their awareness of their personal safety and the safety of others and how to recognise, react and report when they, or others, are unsafe.

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	22	59	67
Long suspensions – 11 to 20 days	1	0	1
Exclusions	0	0	1
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

As an Independent Public School in a Private Public Partnership (PPP), Griffin State School’s water, waste and electricity usage is monitored by a team from DeltaFM who have management plans in place to ensure our school minimises its environmental footprint with quarterly checks and regular inspections in all areas of water, waste and electricity usage. All lighting at the school is monitored and an automatic shut-off system is employed where exterior lights turn off automatically in daylight hours and all interior lights turn off automatically outside of school hours.

All toilets, taps and basins have water-saving devices fitted which automatically turn off after a set usage time and all toilets use water from numerous tanks throughout the school. Tank water is also used to irrigate all plants, gardens and the oval in non- daylight hours. Solar panels are fitted throughout the school which feed back into the electricity grid, reducing our overall energy consumption. At Griffin we participate in both a cardboard and toner recycling program to recycle our toner cartridges from all printers and copiers and all cardboard. We continue to work to reduce our environmental footprint by requesting that all lighting/fans are turned off when rooms are not in use during the school day.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			201,728
Water (kL)			

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

, 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.

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	45	23	<5
Full-time equivalents	43	16	<5

*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	0
Masters	3
Graduate Diploma etc.*	
Bachelor degree	42
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$72,721.57

The major professional development initiatives are as follows:

- POP Peer Observation Process where teachers have the opportunity to observe practice and give feedback.
- Professional Learning Community (PLC) process
- Data conversations to discuss learner achievement and progress – Lynn Sharratt’s *Faces on the Data*
- *Social Emotional Learning: Berry Street*
- SSP Speech Sound Picture spelling program
- Positive Behaviour for Learning (PBL)
- Growing Great Leaders
- Inquiry :
 - Curiosity and Powerful Learning Network
 - Study Tour
 - Kath Murdoch
 - Networks of Innovation and Inquiry Symposium

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.	98%	96%	97%

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%	93%	91%
Attendance rate for Indigenous** students at this school	89%	86%	83%

* 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

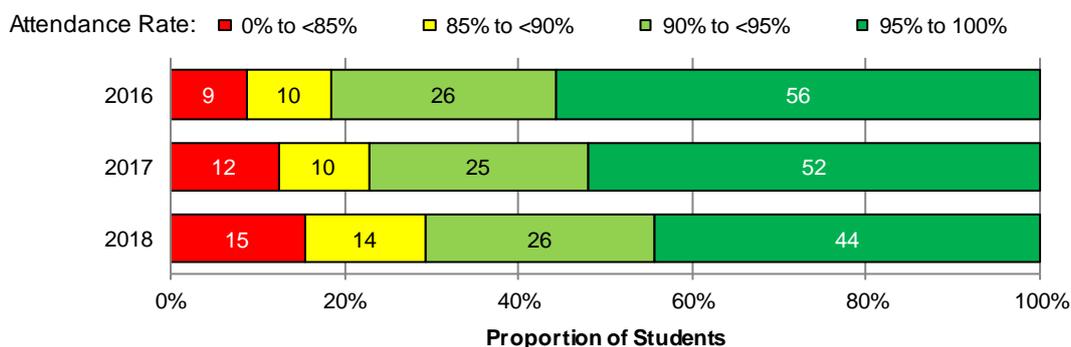
Year level	2016	2017	2018
Prep	95%	94%	93%
Year 1	92%	94%	91%
Year 2	94%	93%	91%
Year 3	94%	93%	93%
Year 4	93%	91%	89%
Year 5	96%	92%	90%
Year 6	93%	92%	89%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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

At Griffin State School, we believe that high rates of attendance = increased student success. Teachers at Griffin are required to monitor and track daily school attendance, ensuring that all absences have been explained and recorded in OneSchool. This forms part of our commitment to improving outcomes for all learners – every child, experiencing success, every day. Class rolls are marked twice per day by classroom teachers directly into OneSchool.

When a learner is absent from school, the following will occur:

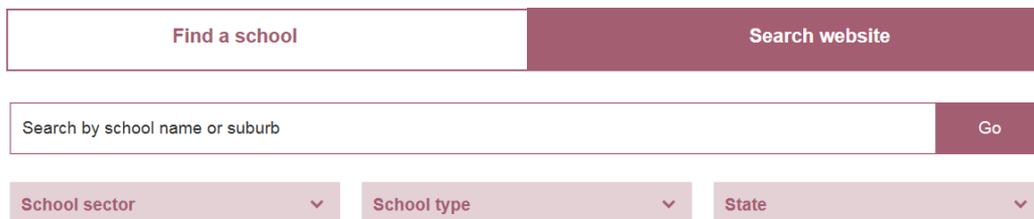
1. Parents will receive an SMS message to notify them of their child's absence and request a reason for this absence.
2. Teachers will monitor their class roll daily and if an absence has not been explained after two days (underlined in red), they will take action to get the absence explained via the communication method best suited to that parent/family.
3. Once the absence has been explained, teachers are then required to enter both the communication and the explanation for the absence in OneSchool using the correct Roll Marking code and listing the type of contact method and reason given for the absence in the comment section.
4. If a learner is absent from school for three consecutive days without an explanation – contact must be made with the parent on the third day. If an explanation is not received, Admin must be notified immediately to make contact.
5. Teachers track learner attendance data (through class dashboard on OneSchool) aiming for a minimum of 95% attendance for your whole class. Any learners with attendance rates below 95% need to be identified with Admin for follow up.
6. Classes with the highest attendance rates and lowest unexplained absence rates are celebrated on Assembly and in the school newsletter and on Facebook.
7. Attendance rates of learners who identify as Indigenous are monitored through our *Indigenous Attendance Strategy*.

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.



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



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



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.