

Bororen State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



Queensland  
Government

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<b>Contact person</b>	Kim-Maree Lambert, Principal

# From the Principal

## School overview

Bororen State School is a Prep to Year 6, co-educational school providing a supportive learning environment for approximately 37 children. The township of Bororen is located on the Bruce Highway 60 kilometres south of Gladstone and 14 kilometres north of Miriam Vale. The school has been a central part of the local community for 119 years with some fourth generational families currently attending the school.

The original 1900's school buildings are nestled on a gentle sloping river flat situated at the back of the township. We are very proud of our flourishing tropical gardens and enjoy the benefits of being surrounded by beautiful natural bushlands. An abundance of birdlife and native animals typifies the school's heritage.



Bororen State School is not just an educational institution; it's a whole community thriving on academic, cultural and sporting achievements and high-quality extracurricular opportunities. We offer educational experiences which promote the growth and development of well-balanced, confident young students. Through differentiated and negotiated curriculum our students are able to access all core requirements of the Australian Curriculum, Assessment and Reporting Framework while meeting challenges within a supportive environment to encourage skill development within various curriculum areas. At Bororen State School, we work together as a team to ensure that all students have the opportunity to 'strive for excellence'.

Classes are from Prep to Year 6 within two multi-age learning environments environment. Classes are supported by one full-time teaching Principal, two part time teachers and a Learning Support/SWD Teacher who works 3 days a week. Classes are also support by four highly experienced teacher aides. This means that the ratio of teaching staff to students is very high and therefore we are able to provide an innovative and supportive learning environment for all students.

Bororen State School is also committed to equipping students for the future by proving them with a 21<sup>st</sup> Century learning environment that is innovative and engaging whilst also inclusive and supportive. Part of this commitment includes state of the art technology with 1 device per student, iPads, robotics, drones and interactive whiteboards.

Bororen State School is lucky enough to be an Australian Sporting Schools recipient and as a result student are able to experience a range of different sporting codes whilst also having access to wide variety of new and modern sporting equipment. Students also manage their own vegetable garden and care for the school chickens, Henny Penny and Lucy Loo. The produce from both enterprises are shared within the school community.



Our School Report 2018 details a sample of the achievements and results that we proudly achieved in 2018. The community holds great pride in the achievements of our students and our staff who help them to succeed in so many ways. This report also provides an overview of our priorities for 2019.

This report will also highlight exactly makes Bororen truly 'shine' and that is the people that make up our community. We celebrate the integral role that they all play in ensuring that Bororen is truly a wonderful and inspiring place to work and learn.

Yours in Education

Kim-Maree Lambert

Principal

## School progress towards its goals in 2018

1. Curriculum and pedagogy
2. Organisational Structures and Routines
3. Personal and Professional Accountability, and
4. Community Engagement

### Curriculum and Pedagogy:

- Development of a whole school reading framework based upon teaching reading using the “Big Six” (Oral language, Phonological awareness, Phonics, Vocabulary, Fluency and Comprehension)
- Focus on targeted reading each and every day within all Key Learning Areas of the curriculum.
- Increased knowledge of Teachers and Teacher Aides about the implementation of the Australian Curriculum.
- Improving NAPLAN results due to:
  - Implementation of support-a-reader before school reading program
  - P-3 advancement in Literacy skills through provision of OLEY and PMAP
  - Targeted intervention to students identified as being at risk
  - Targeted extension for students identified in the U2B
- Improved realistic and achievable student goals set and monitored through school’s action planning processes.

### Organisational Structures and Routines:

Our strong belief that student learning will improve if we support and develop expert teaching teams forms that cornerstone of every decision that we make around teaching and learning pedagogies and expenditure of finance. In 2018 Bororen State School became an active member of the GASS cluster and as such all teachers actively participated in moderation processes. The involvement in this process further assisted in raising teacher knowledge around the implementation of the Australian Curriculum.

A considerable percentage of our Investing for Success funds was used for the employment TRS teachers to enable staff to participate in Cluster Moderation, collaborative planning days and attend Professional Development.

### Personal and Professional Accountability:

- Multi-age classroom teachers and teacher aides release days to collaboratively plan.
- Staff Recognition.
- Quality Professional Learning
- Staff and student welfare focus through connections to School Chaplain and Bush Kids.

### Community and Parent Partnerships:

During 2018, our school continued to strengthen its partnerships with:

- Bush Kids
- Celebrating the school’s cultural diversity – Harmony Day, NAIDOC and Reconciliation celebrations
- Participation in community events such as ANZAC day services



## Future outlook

There is an unrelenting determination within Bororen State School to maintain our motto of “Strive for Excellence” in all aspects of our operations. Our key focus is the quality of teaching and learning and professional learning through shared practice that occurs in our school. We know that the most important determinant of the quality of the teaching and learning that occurs is the knowledge and skill of our teachers, and more importantly, opportunities for them to share and be coached in these practices.

Our Explicit Improvement Agenda for 2019 identified the following Priorities:

- Systematic curriculum delivery – Deeper understanding of the reading demands within the Australian Curriculum.
- Effective pedagogical practices – collaboratively develop Bororen State School pedagogical framework to ensure consistent practices from Prep – Year 6 and alignment with the Bororen Coaching Peer Observation and Feedback Plan.
- School community partnerships – Positive Behaviour for Learning

In 2019 our key focus areas include:

#### **Curriculum and Pedagogy:**

- Successful learners through elements including: Curriculum in the Classroom (C2C) and Australian Curriculum (AC) alignment, data driven practice, differentiation including the implementation of ICP's, expansion of our extension programs and building capacity.
- Continue to adapt and adopt Small Schools C2C units to align with a school focus on skills, reasonable assessment demands and address curriculum overload.
- Continue explicit focus on the use of "Bump it up Walls" plus the setting of realistic and achievable student learning goals that together will make learning visible for all learners.
- An explicit focus on the teaching of reading using the "Big Six" and developing teacher knowledge and understanding about the pedagogy of reading.
- Embed Explicit Instruction, Visible Learning and Age Appropriate Pedagogy as being our signature pedagogies used within our school.
- Consolidate Positive Behaviour for Learning in our school culture through all staff attending training in Classroom Profiling and implementation of Peer Coaching framework. Along with the implementation of 'Bridge Builders' to further support a whole school approach to wellbeing and mental health plus conflict resolution and anti-bullying.

#### **Personal and Professional Accountability:**

- Great people through: aligning staff annual performance development plans to the Australian Institute for Teaching and School Leadership (AITSL), supporting staff in the teaching of reading, the implementation of C2C, HOT and other curriculum related agendas.
- High Standards through: timely and effective use of student data to inform whole school and individual improvement strategies and effective monitoring and adaption of learning settings to ensure a safe and supportive learning culture.
- Allocation of differentiation, planning, pre and post moderation days for teaching teams.
- Initiate collegial coaching to enable staff observation and feedback with colleagues.

#### **Organisational Structures and Routines:**

- An unrelenting focus on the consolidation and embedding of expert teaching teams through reviewing our Pedagogical Framework and Collegial Coaching and Focused Feedback Framework.
- Increase support via appointment of a cluster HOSSES and Guidance Officer visiting fortnightly to maximise inclusion and diversity reform so that we can streamline support and improve services for all students.

#### **Community and Parent Partnerships:**

- Continue strengthening our links with the community through Playgroup and eKindy Pod.
- Continue to seek approval for a State Funded Kindy.
- Revisit and strengthen our links with our secondary feeder school with a focus on transition programs.



# Our school at a glance

## School profile

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

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	31	36	30
Girls	14	20	17
Boys	17	16	13
Indigenous	2	3	4
Enrolment continuity (Feb. – Nov.)	93%	94%	77%

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

Bororen State School students reside in the Bororen Township, Turkey Beach, Foreshores and Koorawatha communities. Students attending Bororen State School come from a range of backgrounds and socioeconomic levels. Students are largely Caucasian and from English speaking backgrounds.

Bororen State School is a well-established country school that is very proud of that they have been educating local children for 119 years.

Bororen students wear their uniform with pride and are involved in a considerable number of citizenship, sporting and cultural endeavours within the local community. This includes the Port Curtis District Sport, Green and Healthy Schools program, Reef Guardian and Optiminds.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 2	14	17	14
Year 3 – Year 6	17	19	19
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

## Curriculum delivery

### Our approach to curriculum delivery

At Bororen State School we are a dedicated team who work together, with the community, to foster a love of learning so that each child develops a curiosity about the world in which they live; therefore becoming a lifelong learner. We ensure that each and every day students experience success. This is achieved through the implementation of an individualised approach that is targeted to each individual student's strengths and weaknesses. At the centre of this success are the positive relationships that all staff build with each and every student.

Students at Bororen State School are respectful, responsible and safe. These three simple behaviour expectations provide an enriched learning environment for all. We are a Positive Behaviour for Learning (PBL) school and each week a new behaviour focus is explicitly taught in both classrooms before being reinforced across all settings.

At Bororen State School we implement the Australian Curriculum through the teaching of English, Maths, Science, Humanities and Social Sciences, Health and Physical Education, The Arts, Technology. Explicit Instruction, Visible Learning and Age Appropriate Pedagogy provides us with a structure through which to deliver the curriculum effectively within a multi-age classroom environment. There are two classes, Prep to Year 2 and then Year 3 to Year 6. Our grounds are well maintained and provide a wonderful area for the students to play and be active. Our sporting program is run in conjunction with the Boyne Valley small schools. This partnership provides students with a chance to socialise with other students and another avenue to express their talents.

LOTE is taught to our Year 5 and Year 6 students via Distance Education using Blackboard Collaborate as a web conferencing platform. The language for LOTE is Japanese.

As a member of the Gladstone Area Small Schools Cluster within the Gladstone area, we promote a shared approach to curriculum, teaching, assessment and reporting to ensure that each and every one of our students receive the best possible educational.

Bororen State School students may be attending school in a rural area however they are provided with an extensive range of opportunities and resources within a caring and nurturing environment, which is definitely a solid foundation on which they can build a great future.

### Co-curricular activities

Students have the opportunity to participate in:

- Interschool Sport – Athletics and Cross Country
- 1770 Festival
- EarlyPrenuer Program
- Under 8's Day
- CQ Robotics Competitions
- Book Week
- Participation in community events – students' roles in the presentation of the Bororen and district community ANZAC service, participation in Botanic to Bridge fun run.
- Linking with small schools to share resources for sport and excursion.

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

We consider that Information and Communication Technologies (ICT's) such as personal workstations, laptops, digital cameras, iPads and mobile devices as being the modern-day tools for learning. The school is being positioned so that students and staff can utilise these tools in a wide variety of ways, depending on the intended learning focus. Currently we have a one to one device ratio which means that teachers plan for the inclusion of ICT's into all Key Learning Areas.

By the end of a student's education at Bororen State School, we aim for them to demonstrate the following skills:

- Search for data, information and digital content using a range of information sources including online communication tools such as blogs, wikis, RSS and databases
- Identify the inquiry focus of an investigation and match the appropriate digital information sources
- Efficiently search by identifying key words and concepts
- Use digital concept maps to plan research projects and curriculum tasks by analysing the topic and identifying key aspects to research
- Critically evaluate data and information gathered for usefulness and credibility, relevance, accuracy and reliability
- Reference valid sources of information and acknowledge the work of others
- Participate in online challenges or webquests
- Understand that social networking and interactive sites provide new and different sources of information and knowledge that may support an individual's perspective and subjective opinion but may not necessarily be correct.



## Social climate

### Overview

Bororen State School is committed to becoming a leader in educational offering within the small school cluster. This commitment ensures that students are respected as individuals and that life-long learning is a driving force in our engagement with the wider community. Our school's vision and values reinforce our focus on the individual and caring for staff, students and families as unique contributors in our partnership. The 2018 School Opinion Survey indicated that 100% of parents are satisfied that their child likes being at this school.

Bororen State School is built on a tradition of country values and promotes equity and inclusive practices. We respect the uniqueness of the individual and believe that everyone has the same rights and responsibilities, which need to be promoted and preserved. We believe that our school must foster an environment where teachers can teach and students can learn, free from disruptive behaviour causing uninvited and unwanted interruptions to curriculum delivery. Our school community is committed to an approach where the rights of all members are preserved, at the same time as an expectation of responsibility is met.

A safe and disciplined learning environment is supported by a strong behaviour management plan which actively supports students to be responsible for their own behaviour. This is supported by a full school uniform policy setting high expectations for our students at all times. These expectations are supported by our school Responsible Behaviour Plan for students. Our 2018 school opinion survey indicates that 100% of students feel that behaviour is managed well at this school and also 100% feel that students are treated fairly.

Highlights of our 2018 pastoral care program included:

- Implement the Daniel Morcombe Program to teach protective behaviours
- Chaplaincy support – this wonderful service has become an integral part of our school's social capital.
- Staff and Student Welfare support
- Prep welcome events
- Parent Programs
- Welcome morning tea
- Grandparent Day
- Buddy programs
- Bororen Barista





We are very pleased with the results of the School Opinion Survey with the satisfaction of parents, staff and students sitting at 100% in most areas.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	93%	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%	93%	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%	86%	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%	92%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	80%	93%	86%
• they can talk to their child's teachers about their concerns* (S2009)	90%	100%	100%
• this school works with them to support their child's learning* (S2010)	90%	93%	100%
• this school takes parents' opinions seriously* (S2011)	90%	100%	100%
• student behaviour is well managed at this school* (S2012)	90%	86%	86%
• this school looks for ways to improve* (S2013)	90%	93%	100%
• this school is well maintained* (S2014)	90%	93%	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)	100%	100%	100%
• they like being at their school* (S2036)	100%	91%	100%
• they feel safe at their school* (S2037)	100%	90%	100%
• their teachers motivate them to learn* (S2038)	100%	91%	100%
• their teachers expect them to do their best* (S2039)	100%	90%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	91%	100%
• teachers treat students fairly at their school* (S2041)	100%	82%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	82%	100%
• their school takes students' opinions seriously* (S2043)	100%	82%	100%
• student behaviour is well managed at their school* (S2044)	100%	91%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
<ul style="list-style-type: none"> <li>their school gives them opportunities to do interesting things* (S2047)</li> </ul>	100%	91%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
<ul style="list-style-type: none"> <li>they enjoy working at their school (S2069)</li> </ul>	100%	100%	100%
<ul style="list-style-type: none"> <li>they feel that their school is a safe place in which to work (S2070)</li> </ul>	100%	100%	100%
<ul style="list-style-type: none"> <li>they receive useful feedback about their work at their school (S2071)</li> </ul>	100%	100%	100%
<ul style="list-style-type: none"> <li>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</li> </ul>	100%	100%	100%
<ul style="list-style-type: none"> <li>students are encouraged to do their best at their school (S2072)</li> </ul>	100%	100%	100%
<ul style="list-style-type: none"> <li>students are treated fairly at their school (S2073)</li> </ul>	100%	100%	100%
<ul style="list-style-type: none"> <li>student behaviour is well managed at their school (S2074)</li> </ul>	100%	100%	100%
<ul style="list-style-type: none"> <li>staff are well supported at their school (S2075)</li> </ul>	100%	100%	100%
<ul style="list-style-type: none"> <li>their school takes staff opinions seriously (S2076)</li> </ul>	100%	100%	100%
<ul style="list-style-type: none"> <li>their school looks for ways to improve (S2077)</li> </ul>	100%	100%	100%
<ul style="list-style-type: none"> <li>their school is well maintained (S2078)</li> </ul>	100%	100%	100%
<ul style="list-style-type: none"> <li>their school gives them opportunities to do interesting things (S2079)</li> </ul>	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

As a small school, staff work very closely with parents to ensure their child/ren are receiving a quality education. Traditionally parents are kept informed of the activities at Bororen State School through the fortnightly newsletter which is emailed to parents or taken home by students. The newsletter reports on school activities, provides curriculum information to parents and promotes student results and showcases examples of student work. In 2019 the traditional newsletter will migrate over to an online newsletter that parents will be able to access via the school webpage or links sent via text message and Facebook. In 2018 the school Facebook page was launched. This quickly provided parents with another avenue to communicate, share learning experiences and remain informed about what is happening within their school.

Parents are welcomed and encouraged to participate in parades, classroom activities, sporting activities and special events such as NAIDOC activities, Easter Picnic, Under 8's morning, Queensland Day and Christmas Tree night. All of these events involve a large number of parents and community members.

Parents are also encouraged to join our very active Parents and Citizens' Association.

Parents are kept informed of their child's progress through twice yearly reporting and parent interviews. Bororen State School has an 'open door policy' where parents are encouraged to consult with teachers should they have a question or a concern.

## Respectful relationships education programs

Bororen State School's respectful relationships education program is embedded in our Positive Behaviour for Learning. It takes a strength-based approach to build and extend on the skills of young people so they may best respond positively to a variety of health issues and contexts. The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

At Bororen State School, we use the Daniel Morcombe Child Safety curriculum to develop personal safety and awareness. Students are taught to identify and respond to abuse and violence and are taught how to react and report when they, or others, feel or are unsafe. Through the 'Bridge Builders' program students are explicitly taught skills to be able to resolve conflict without violence.

## 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	0	3	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Bororen State School continues to monitor and promote the reduction of the school's environmental footprint. We have a very active Student Green Team that takes great pride in working towards reducing our environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	21,536	28,220	29,081
Water (kL)	839	278	257

Note:

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

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

## School funding

### School income broken down by funding source

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

#### How to access our income details

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

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

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

Note:

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

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	6	0
Full-time equivalents	3	2	0

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	3
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 \$4567.00

The major professional development initiatives are as follows:

- Big 6
  - SSP
  - Heggerty
  - Reading Hub
- Literacy Continuum
- Data Analysis
  - Early Start
- Age Appropriate Pedagogies
- STEM – Digital Technologies
- Fierce Conversations
- Cluster Planning and Moderation Days
- Teaching Diverse Learners (QCAA)
- First Aid Training
- AIM's and Student Support Oneschool Training

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.	100%	97%	97%

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

From the end of the previous school year, 78% 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	93%	92%	95%
Attendance rate for Indigenous** students at this school	91%	91%	91%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

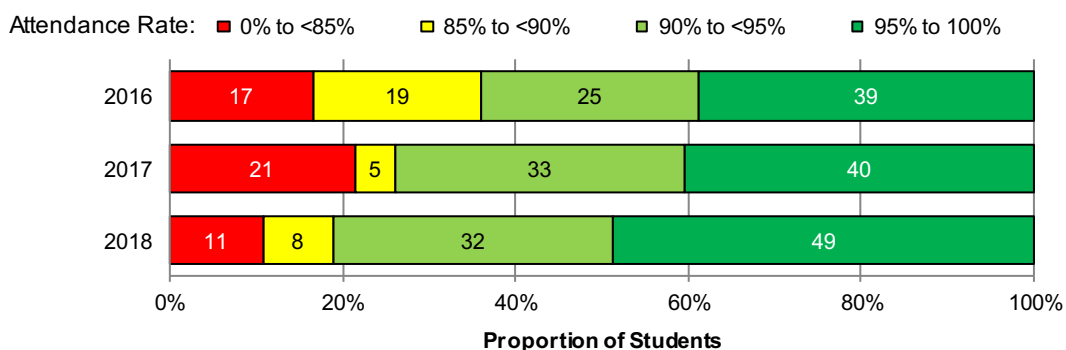
Year level	2016	2017	2018
Prep	93%	93%	93%
Year 1	94%	91%	93%
Year 2	92%	94%	93%
Year 3	94%	92%	97%
Year 4	90%	96%	95%
Year 5	93%	90%	95%
Year 6	94%	91%	94%

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.

Absences at Bororen State School are monitored by regular checking of enrolment data from class roles. Rolls are marked twice daily at 9:00am and 1:40pm. Parents are required to notify the reason for absences in person, via phone or text message. Unexplained absences are followed up on the same day with via text message advising the parent that their child has been marked absent and can they please provide the school with a reason why. At the end of each term, students with an attendance rate of at least 95 percent are rewarded and celebrated.

Students who are identified as being “at risk” are case managed. This could include meetings with the parents to establish how the school can better support the family so that their child attends school. Teachers and staff encouraging and celebrating when the child attends school. If needed school refusal could result in referral to outside agencies.

## 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.

The screenshot shows the search interface on the My School website. It features a dark red header with two buttons: "Find a school" and "Search website". Below the header is a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Underneath the search bar are three dropdown menus labeled "School sector", "School type", and "State".

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

A rectangular button with a dark red border and the text "View School Profile" in dark red.

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

The screenshot shows a horizontal navigation menu with a dark red background and white text. The menu items are: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map".

Notes:

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

Table 14: Overall Position (OP)