



Coningsby 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

School overview

Coningsby State School is situated on the Bruce Highway just ten minutes north of Mackay. It is a small country school providing a comprehensive curriculum from Prep to Year 6 covering all eight Key Learning Areas with a focus on literacy and numeracy. Specialist Teachers visit the school to assist in the delivery of The Arts, Japanese and Physical Education. The children are also engaged in a wide variety of extra-curricular activities supported by active parent participation. The school's motto is 'Experience the Challenge'; the school works toward this by helping students to develop to their full potential and to learn respect for self, others and the environment, while striving to prepare for the challenging future. Coningsby State School has a long and acknowledged heritage and is an environment where children feel safe and secure, surrounded by leafy shaded play areas and well-maintained grounds and sporting ovals. Coningsby State School is one of seven cluster schools along the Northern Highway. The school encourages community involvement and together, strive to succeed in all our ventures and challenges. At Coningsby State School we focus on progress not perfection and on providing every student their chance to shine.

Vision and Values

Coningsby State School thrives on its inclusive culture of engaging learning. We focus on student wellbeing and achievement by embracing the diversity, needs and interests of all students. Our nurturing environment values strong family partnerships that actively contribute to student growth and development. Coningsby staff use high quality, evidence-based teaching practices that focus on the individual progress of every student. Our age-appropriate teaching practices allow our students to successfully 'experience the challenge' of the curriculum. Our Coningsby family is a school community who are passionate about developing kids who are happy and have a love of learning.

Our Values and Beliefs about Teaching and Learning:

- We value PROGRESS over perfection.
- We value positive relationships between students, staff, families and community members.
- We know our students and understand what their next steps are in their learning.
- We value the role of data and research to inform our priorities, programs and practices.
- We value high expectations and accountability for all.
- We value consistency of pedagogical practice across the school.
- We value the collaborative practices of coaching, mentoring and feedback.
- By valuing diversity, we provide a safe, secure and supportive learning environment for all.
- *Every child has an opportunity to succeed every day.*



School Progress towards its goals in 2018

PRIORITY 1: WRITING ACROSS ALL LEARNING AREAS				
Strategy	Building teacher capacity around analysis and discussion of data.			
Actions		In progress	Completed	Ongoing
Analyse and discuss writing data trends across school and determine targets for 2018. Data focussed on A-E results. Data includes NAPLAN (actual/resits), Early Start Data, and classroom observations.				
Build capacity of teachers to set achievable improvement targets with students by analysing individual student data.				
Strategy	Develop a whole school approach to teaching writing across all curriculum areas.			
Actions		In progress	Completed	Ongoing
Identify the writing demands of the assessment tasks for each unit. Teachers to develop Know and Do's for each unit of work, to be used for Learning Walls as an action for Visible Learning Action Plan				
Develop an agreed upon and consistent 'Language of Learning' at Coningsby.				
Investigate '6+1 traits of Writing' - book (Ruth Culham) to gain a deeper understanding of focus areas.				
Modelled lessons across classrooms to ensure consist delivery of agreed upon writing approach and consistent use of the Coningsby 'Language of Learning' to develop student understanding.				
Develop student understanding of: what they are learning, how they are going, where they will go next and who they ask for help - as an action of the Coningsby Visible Learning Action Plan				
Formalise a Writing Framework document around how writing is taught at Coningsby. HOC to provide development: Part 1: Familiarise teachers with traits Part 2: Pedagogies behind the teaching of writing				
Strategy	Develop a whole-school approach to the explicit teaching of Spelling at Coningsby that is consistent and agreed upon.			
Actions		In progress	Completed	Ongoing
Map all students on the WTW Developmental Continua to enable teachers to develop differentiated, targeted and focussed spelling lessons, to enable students to meet the spelling demands of the AC				
Build the capacity and capability of staff to use a range of effective pedagogical practices to teach spelling and improve spelling achievements of all students.				
Build the capacity of teachers to recognise the spelling demands in all areas of writing in the Australian Curriculum				
Reflect on the new pedagogical practices used to teach spelling by interrogating data to inform a review of the Coningsby Spelling Framework				

PRIORITY 2: Australian Curriculum: English (Cluster project)				
Strategy	Building a deeper understanding of Australian Curriculum English			
Actions		In progress	Completed	Ongoing
Continue to use visible learning displays in classrooms.				
Continue to engage in cluster planning and moderation days				
Embed cluster moderation process.				
Teachers collaboratively create and know and do chart for each English unit.				
Use multi-level digital GTMJ's to ensure all students are being assessed against their year level achievement standards.				
Strategy	Implement strategies identified through Visible Learning research inquiry.			
Actions		In progress	Completed	Ongoing
Teacher Clarity: Develop the use of Learning Intentions and Success Criteria for every English lesson.				
All staff to participate in the Visible Learning Plus professional development series – Foundation Day and Inside Series workshop				
Continue to develop students understanding of being assessment capable learners by explicitly teaching unit metalanguage and use of learning displays				



Future outlook – 2019 Annual Improvement Plan

Improvement Priority 1. Full Australian Curriculum Implementation - General Capabilities

Targets		
<p>All teachers attend collaborative pre-moderation planning days. All teachers engaged in a PLC beyond school focussed on improving Literacy pedagogical practices. All teachers actively participating in the Learning Walk protocol at school and beyond. 90% of students can articulate informed responses to the '5 Questions' AAP practices evident in all classrooms specifically focusing on 'student voice'. Trait-specific writing feedback evident throughout student workbooks.</p>		
Strategy:	Build teacher understanding of the General Capabilities so that teachers can identify the intended Literacy demands of all learning areas of the Australian Curriculum.	
Actions	Timeline	Responsible Officer(s)
Develop teacher understanding of the General Capability of Literacy - with a focus on writing demands for each unit of work.	Term 1	Principal
HOC leads Cluster Planning days focusing on teachers constructing Know and Do charts that clearly identify the Literacy demands of each unit of work.	Ongoing	Principal, HOC
School based planning days - teachers work collaboratively to identify literacy demands of the AC with a focus on the writing demands of each unit.	Ongoing	Year Coordinator
Strategy:	Build teacher understanding of the General Capabilities so that teachers can identify the students' Literacy needs and next steps in learning.	
Actions	Timeline	Responsible Officer(s)
Principal to lead data PD to build teacher capacity to identify where each student is and what their next steps will be.	Ongoing	Principal
Teachers build their capacity to use a range of pedagogies and teaching tools to; inform the planning, teaching and feedback of writing by using 6+1 Writing Traits, 7 Steps and Sheena Cameron skills.	Ongoing	Year Coordinator
Teachers to receive release time to observe, mentor and work with colleagues, HOC and leaders to build capacity to map student next steps.	Ongoing	Principal
Strategy:	Build teacher understanding of Age Appropriate Pedagogies and their impact on student engagement.	
Actions	Timeline	Responsible Officer(s)
Engage Early Years Coach to build teacher understanding of AAP with new staff and coach next steps for our school.	Term 1	Principal
Teachers to be released to plan collaboratively with and observe AAP COP partners to improve pedagogical and planning practices.	Term 2	Gitta Adams, Darci Andrew
Teachers to be released for Learning Walks to observe AAP teaching pedagogy both at school and beyond.	Ongoing	Principal

Improvement Priority 2. Differentiation and Personalised Learning

Targets		
<p>All classrooms display co-constructed Learning Walls with student input evident. All classrooms use Learning Intentions and co-constructed Success Criteria for all new concepts taught. All teachers participate in vertical school-based and year level cluster moderation sessions. All student writing progress tracked with the Literacy Continuum. All teaching staff monitor the school data wall and student 'Tracking Book' to inform teaching, support and next steps. 90% of students can communicate their writing learning goal and their next steps using the Literacy Continuum tool.</p>		
Strategy:	Build teacher capacity and capability to use Learning Intentions, Success Criteria and Know and Do charts for all areas of the curriculum.	
Actions	Timeline	Responsible Officer(s)
Monthly curriculum meetings to ensure clear and consistent classroom practices - Learning Intentions, Success Criteria and Know and Do charts.	Term 1	Principal
Teachers attend and actively participate in collaborative cluster planning days led by HOC and cluster leaders.	Ongoing	Carol Simpson
Teachers participate in moderation sessions (school and cluster) to inform and reflect on teacher practice and pedagogy.	Ongoing	Year Coordinator
Strategy:	Develop teacher capability to map and use the Literacy Continuum and Early Start data to inform planning and next steps for every student.	
Actions	Timeline	Responsible Officer(s)
Monthly data sessions to plan next steps - using Literacy Continuum mapping, Early Start, anecdotal records and student work samples.	Ongoing	Principal
HOC led session at cluster planning to build capacity of teachers to effectively use Literacy Continuum resources.	Ongoing	Carol Simpson
Teachers to consistently use Literacy Continuum to track student writing progress and collaboratively set next step with students.	Ongoing	Year Coordinator
Strategy:	Develop student 'Tracking Book' with teachers and teacher aides to monitor learning goals and next steps.	
Actions	Timeline	Responsible Officer(s)
Develop a consistent approach to the collection of student data - what is collected, when it is collected and why it is collected.	Term 1	Principal
Develop a school-wide 'student friendly' tracking book.	Term 2	Year Coordinator
Review 'Tracking Book' data collection.	Term 4	Year Coordinator



Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	66	68	51
Girls	28	25	16
Boys	38	43	35
Indigenous	11	8	4
Enrolment continuity (Feb. – Nov.)	98%	90%	91%

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

The children are engaged in a wide variety of extra-curricular activities supported by active parent participation. Coningsby State School has a long and acknowledged heritage and is an environment where children feel safe and secure, surrounded by leafy shaded play areas and well-maintained grounds, sporting ovals and surrounding sugar cane farms. Coningsby State School is situated on the Bruce Highway approximately ten kilometers north of Mackay. The Coningsby community is rural. While the area is largely sugar cane farming, many families have made a lifestyle choice to reside in the area, predominantly on small acreage lots. Our community is from a range of cultural backgrounds. We are inclusive community who welcome all into our school family. Parents are employed in a wide range of occupations ranging from farming, employment with Mackay based businesses to mining related industries in the Bowen Basin mining region. The school has a welcoming feel and a supportive staff who encourage community involvement as together; we strive to succeed in all our ventures and challenges.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	22	16
Year 4 – Year 6	25	26	16
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

- Units of work are planned for in the key learning areas of English, Mathematics, Science, Humanities and Social Sciences, The Arts, Health & Physical Education and Technology.
- Teachers collaboratively plan for learning across each year level in conjunction with cluster teachers and the Head of Curriculum.
- Specialist teachers deliver the curriculum for Music, Japanese and Physical Education.
- Students are engaged in meaningful, stimulating learning designed to cater for their diverse needs using Age-Appropriate Pedagogies.

Our distinctive curriculum offerings

- Arts Specialist (music and visual arts)
- Swimming Program
- Community ANZAC Day Memorial Service
- Arts/Drama/Music Performances
- Religious Instruction Program
- Year 4-6 Annual Camp
- Class excursions to support class curriculum programs
- Learning Support program
- Gifted Education provision through differentiation of classroom curriculum and special events.

Co-curricular Activities

- Discos and Fundraising Projects
- Participation in various charity events
- Whitsunday Voices Youth Literature Festival
- Transition Program – with local High Schools
- Robotics Team
- Mathematics competition program
- Under 8's Day
- Safety Circus
- Deadly Choices programs

Students are offered the chance to participate in the following sporting endeavours

- Sporting School Program
- Athletics and Sports training program
- The John Papp Shield – Mackay Schoolboys Rugby League Competition
- Athletics Carnivals
- Interschool Sport Gala Days
- Under 10 & 11 Mackay School District Sport Rugby League Competitions
- Students have the opportunity to participate in a wide range of school sporting trials for Mackay & District.

How information and communication technologies are used to assist learning

Teacher use of the interactive whiteboard models good practice in the use of ICTs and the school has iPads and laptops for use in each multi-age classroom. Students can be seen utilising ICTs during class and break times. All children have daily access to a variety of devices to support and enhance their learning. The children utilize high-interest learning objects to support the curriculum units implemented in the class. The children access guided internet sites to provide additional information for a range of topics, participate in appropriate online surveys.

Information and communications technologies are used to assist and support learning. ICT is the platform to provide a differentiated curriculum. Students use a balance of technology and explicit teaching to research, record, investigate and demonstrate knowledge. Students use a mix of inquiry-based research, web-based sites and multi-media applications to enhance their learning



opportunities. ICTs are used by Prep to Year Seven students to support teaching and learning across all learning areas.

Specifically, student's use ICTs on a daily basis in a range of contexts, including: publishing stories, reports, writing activities, developing literacy and numeracy skills using software programs, learning objects, websites, practicing touch typing skills; doing guided research in database programs and on the internet; designing spread sheets, web pages, multimedia PowerPoint presentations; and creating digital art.

Students at Coningsby State School are encouraged by all staff to utilise technology and to continue to keep pace with the ever-changing technological world in which we live.

Social climate

Overview

At Coningsby State School, we pride ourselves on providing a safe and supportive, pleasant learning environment for all children. We model positive, caring relationships between all stakeholders, ensuring a warm and caring culture continues to grow.

Preventing and Responding to Incidents of Bullying (including Cyberbullying) is addressed in our Responsible Behaviour Plan. Carefully planned and promoted school and community events throughout the year provide opportunities to showcase the spirit and achievements of our students at our school.

In 2018 the school continued the implementation of the following as the values used to support our four school rules: *Be Safe, Be Responsible, Be Respectful, Be a Learner*. Our students are explicitly taught the "Say no to bullying – do the High 5" strategies. This provides students with a framework on how to manage conflict. The High 5 are: ignore, talk friendly, talk firmly, walk away and report.

Coningsby State School offers a modern education in a traditional setting. Our school community is one where everyone supports each other. This 'description' of the school is supported and demonstrated by parent, staff and student comments in the School Opinion Survey. Our main focus is on the development of self-belief and confidence in an effort to support students' holistic development.

We have a very active P&C whose role in our school is fundamental to student success. The School Opinion Survey of parents and students indicated that 100% of parents agreed that students were receiving a good education, were happy to go to this school and their child's learning needs were being met at this school. 100% of students felt safe at school.

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%	100%	100%
• this is a good school (S2035)	100%	96%	100%
• their child likes being at this school* (S2001)	100%	96%	100%
• their child feels safe at this school* (S2002)	100%	96%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	96%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	96%	100%



Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	96%	89%	94%
• they can talk to their child's teachers about their concerns* (S2009)	100%	89%	94%
• this school works with them to support their child's learning* (S2010)	100%	96%	100%
• this school takes parents' opinions seriously* (S2011)	100%	93%	94%
• student behaviour is well managed at this school* (S2012)	96%	89%	100%
• this school looks for ways to improve* (S2013)	100%	96%	100%
• this school is well maintained* (S2014)	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.

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%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	97%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	91%	95%
• they can talk to their teachers about their concerns* (S2042)	93%	96%	100%
• their school takes students' opinions seriously* (S2043)	97%	100%	100%
• student behaviour is well managed at their school* (S2044)	93%	91%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	96%	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
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	91%	100%



Percentage of school staff who agree [#] that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	91%	100%
• their school takes staff opinions seriously (S2076)	100%	82%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	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.

Parent and community engagement

Our school vision relies on the support of our families and P&C. Parades, newsletters and program information encourage parent involvement in student learning both at school and at home.

Coningsby SS encourages parent involvement in a wide range of activities. These include:

- Formal parent-teacher interviews are offered twice per year, while informal discussions are encouraged all year round together with parent information sessions.
- Classroom volunteers: including a P-1; 3-4; 4-5-6 reading program operating before school on a daily basis
- P&C Association, tuck-shop, home bake, fundraising, grounds care.
- Volunteers for excursion;
- Parental/Community attendance at parade;
- Volunteering time in classrooms to assist regularly or for special events
- Cultural, special and sporting events;
- P&C meetings, working bees, events;
- Tuck-shop volunteers;
- School Reports in June and December;
- Religious Instruction volunteer teachers;
- Surveys and School Review

Respectful relationships education programs

At Coningsby State School we deliver respectful relationships education through the [Australian Curriculum: Health and Physical Education](#) units of work. The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships

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	0	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

Coningsby State School has become a Reef Guardian School and the staff have attended ongoing professional development about sustainability.

A sustainability action plan (SEMP) was enacted in 2013. Staff had worked with a sustainability officer to develop the plan. This plan will be reviewed in 2018.

The staff and students of Coningsby SS are committed to reducing our carbon footprint and providing a sustainable school environment that is climate-change responsive. The school uses solar power to supplement its power supply and actively promote recycling practices across the school and community.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	37,010	38,593	28,101
Water (kL)	711	1,270	340

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.

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	7	5	0
Full-time equivalents	4	3	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	
Graduate Diploma etc.*	
Bachelor degree	4
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 \$ 10528.10

The major professional development initiatives are as follows:

- ALEA Literacy Heaven
- Budget training
- Writing in the Curriculum
- Cluster planning and moderation days
- Curriculum planning
- Workplace Health and Safety training
- Asbestos Training
- First aid training (including anaphylaxis, asthma, CPR and standard first aide)
- Mandatory staff trainings including emergency procedures (annual)
- THRASS training
- Seven Steps to Writing Success
- 6 +1 Traits of Writing

The proportion of the teaching staff involved in professional development during 2018 was 100%.



Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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	95%	94%	94%
Attendance rate for Indigenous** students at this school	93%	90%	DW

* 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	92%	95%	DW
Year 1	95%	94%	96%
Year 2	96%	94%	93%
Year 3	96%	93%	97%
Year 4	95%	94%	95%
Year 5	95%	95%	DW
Year 6	97%	93%	92%

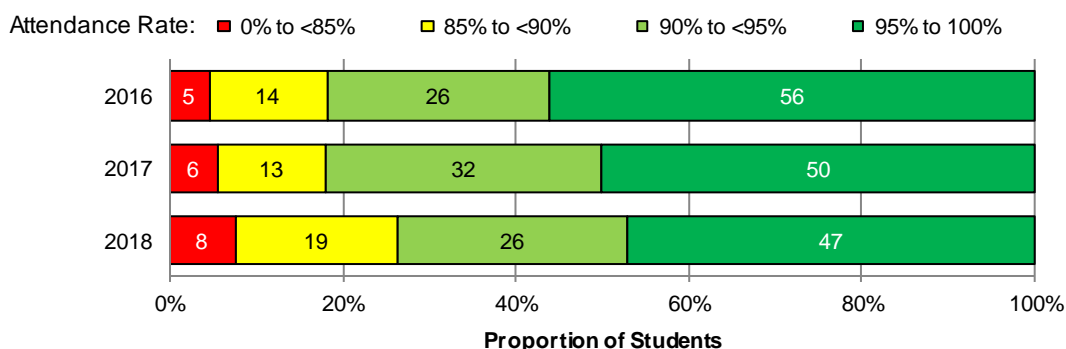
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.



Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

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

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.

Coningsby State School recognises that regular attendance of all children is imperative for effective learning. All children are marked on the class roll twice daily (9:00 and 1:45) to effectively monitor attendance. Rolls are marked electronically. It is a requirement at Coningsby SS that an explanation for all absences is provided on the day of the absence. Coningsby SS encourages parents/caregivers to provide same day notification for all absences via our absence line, school app or in person. All unexplained absences are followed up on the same day with parents/caregivers. Accurate records of absenteeism and explanations are kept at the school, with weekly monitoring of individual and class attendance. Contact is made either by letter or phone with parents/caregivers about unexplained absences.



NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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

Find a school		Search website	
Search by school name or suburb			Go
School sector	▼	School type	▼
		State	▼

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

View School Profile

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

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

