



Capella State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Capella is located 323 kilometres west of Rockhampton just north of the Tropic of Capricorn in the Peak Downs area, which has a broad and varied economic base that includes coal, grain and beef industries and is home to the many coal mines that support the nearby township of Emerald.

Capella State School is a public, state school owned and operated by the Queensland Government. The school is situated along Huntley Street in the township of Capella, which is located in the local government catchment of the Central Highlands Regional Council.

The school caters for children from Prep to Year Six. Our aim is to implement and embed the State School Strategy 2017-2021 and enact the mantra of 'every student succeeding'. Young, experienced and enthusiastic teachers work closely with learning support staff and educational advisors to ensure the needs of every child at Capella State School are addressed.

Capella State School is a proud Positive Behaviour for Learning school and we instil in our students the practices of Being Respectful, Being Responsible, Being Safe and Being a Learner. Through the teaching and modelling of these skills we are assisting students to be productive members of society and to be responsible for, and own the choices they make.

Specialist lessons are provided in Physical Education, the Arts and Japanese (Years 5&6). An instrumental music program offers instruction to students in Years 4,5 & 6 in woodwind, brass and percussion. Capella has a strong tradition of participation in sport, arts and cultural events, with a number of teams competing in local touch football & rugby competitions. Parents make valuable contributions to the growth of

our school through their involvement with the Parents and Citizens Association (P&C).

Capella State School continues to achieve higher than state levels in the percentage of students in Yr. 3 and Yr. 5 at or above National Minimum Standards in most areas of NAPLAN testing.

At Capella State School we have arrived at a shared vision for success: to provide students with a broad suite of Literacy and Numeracy skills, and to be flexible and independent learners in preparation for a multimedia future.

Trish Wilmott
Principal
Capella State School

Principal's Foreword

This report presents an overview of the school's performance for 2016 and includes information regarding the social climate, curriculum offerings and student performance. A hardcopy of the report can be accessed at our school office.

Our Purpose:

For students to promote our mantra of 'Learning by Doing', and for every child to achieve personal success and be forever learning.

Consistency In:

- Expectations (Behaviour and Academic) – PBL Focus (Be Respectful, Be Responsible, Be Safe & Be a Learner)
- Curriculum, Pedagogy and Assessment
- Metalanguage

Our Vision and Values:

- Literacy, numeracy and higher order thinking skills as fundamental to personal success
- A curriculum that challenges students to be the best they can be
- Students and staff as active, committed learners, that promote and celebrate success
- A respectful, inclusive, positive and caring learning environment that promotes diversity and excellence
- A shared commitment to student learning and health and well-being

Our Goals:

- Deliver high quality teaching focused on the achievement of each and every student
- Engage students as active self-directed learners
- Promote a three-way partnership and build and maintain positive partnerships between students, staff, parents and the greater school community, and promote a notion of transparency of practice.

Trish Wilmott
Principal
Capella State School

Introduction

Below is a table that outlines Capella State School's Progress towards its goals in 2016:

<u>Priority</u>	<u>Outcome</u>	<u>Status</u>
 Commit to the core learning priority of Reading via the BMA Read initiative. Provide explicit instruction and enhancement of reading skills through in-class activities and teacher support and guidance via the Master Teacher, STLaN and Teacher Aides.	<u>At or above NMS in 2016</u> Year 3 – 100% Year 5 – 91.3%	<ul style="list-style-type: none">• Achieved in line with AIP• Ongoing commitment to continued success
 Commit to the core learning area of Numeracy through the explicit instruction of the Australian Curriculum Achievement Standards. The introduction of a Math Coaching Model to upskill staff and enhance student learning/data. The introduction of a whole school approach to Problem Solving to	<u>At or above NMS in 2016</u> Year 3 – 92% Year 5 – 100%	<ul style="list-style-type: none">• Achieved in line with AIP• Ongoing commitment to continued success

ensure consistency of practice and metalanguage.		
<ul style="list-style-type: none"> Commit to the core learning priority of Vocabulary through the ongoing implementation of a whole school approach to the development of vocabulary using the STRIVE Strategy. 	DET and school purchased Speech Pathologist provided teaching staff with speech language programs to enhance student results (STRIVE professional development).	<ul style="list-style-type: none"> STRIVE vocabulary is continuing to be implemented as part of the Literacy Block. Speech Pathologist updates/upskills staff as needed.
<ul style="list-style-type: none"> Increase student levels of confidence and awareness. Student areas for development to be highlighted through behavior data and curriculum adapted to build student's social and emotional health and well-being. 	School Chaplain working closely with teachers to identify students with particular needs and the running of self-awareness/strength/social skills programs.	<ul style="list-style-type: none"> Continuing throughout 2016.

Future Outlook - School Priorities for 2017

Positive Behaviour for Learning

- Ensuring students are enacting the PBL mantra and to continue with the PBL roll-out process.

Curriculum

- Ensuring authenticity in A-E Data using the Australian Curriculum. Achievement Standards and giving accurate grading.
- Supporting students and teachers with the Literacy and Numeracy demands of the curriculum.
- Implementing a whole school approach to the teaching of Science.
- Implementing a whole school pedagogical approach to the consistent teaching of Reading, Writing, G&P and Spelling.

Quality Teaching

- Developing and implementing staff professional engagement/capabilities in the usage and application of the Australian Professional Standards for Teachers.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	190	96	94	15	89%
2015*	172	87	85	15	90%
2016	183	90	93	15	89%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Capella State School is a co-educational school, in a rural, remote area, offering students individualized programs according to student's needs and interests. At present there are 170 students enrolled at the school in Years Prep to 6. The majority of the students come from a farming background with a lesser number with parents working in the mining sector. Less than 10% of students come from an indigenous background.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	24	24
Year 4 – Year 7	24	26	22
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our school focus is to ensure consistency of practice in the three key message systems of education – curriculum, pedagogy and assessment. Our teachers use the Australian Curriculum and accompanying Achievement Standards to ensure best practice ensues.

Teaching approaches are predominantly single classroom with delivery by one teacher. Composite classes are formed to meet class size targets. Specialist lessons are provided in Physical Education, the Arts and Languages Other Than English (Japanese). An Instrumental Music Program offers instruction to students from Years 4, 5 & 6 in woodwind, brass and percussion.

The school caters for the individual needs of students through flexible classroom programs, learning support and special needs programs, and access to a full range of visiting support personnel. Intervention programs assist those students experiencing learning difficulties, and extension programs are provided in classrooms to further develop the talents of high achieving students.

Students in Years 4, 5 & 6 at Capella State School participate in dynamic outdoor programs. In 2016 Year 6 students attended a camp at Tangalooma Island and Runaway Bay Sports Centre on the Gold Coast. The Year 5 students attended a camp at the Camp Fairbairn Outdoor Educational Centre and the Year 4 students attended a camp at Kinchant Outdoor Education Centre.

Capella has a strong tradition of participation in art and cultural events. Participation in sporting and cultural events remained strong in 2016 with the school continuing to promote student representatives at Peak Downs and Central Highlands Regional level for Netball, Tennis, Rugby League, Rugby Union, Cross Country and Athletics.

Capella State School plays an integral role in building social networks for students. In 2016 a Bush Dance, free dress days and various programs run by our Student Council, Staff and Chaplain were held to support social skilling for students and encourage community engagement.

Co-curricular Activities

Term 1

- Lunchtime Clubs (Art, Games, Dance, Choir, Touch Football etc.), Student council fundraising events
- Year 4 Camp
- Incursions

Term 2

- ANZAC Day Parade and Concert
- Capella Show Entries
- Mother's Day Stall
- QCWA Competitions – local, state and national levels
- Capella/Tieri Cup
- Touch Football in Emerald
- Lunchtime Clubs (Art, Games, Dance, Choir, Touch Football etc.)
- Student council fundraising events
- Year 6 Camp
- Incursions

Term 3

- Year 5 Camp
- Incursions
- Eisteddfod
- Bush Dance (Whole School)
- Lunchtime Clubs (Art, Games, Dance, Choir, Touch Football etc.)
- Student council fundraising events
- Under 8's day
- Pre-Prep information sessions

Term 4

- Free Dress Days
- Year 6 Graduation and School Awards Evening
- Lunchtime Clubs (Art, Games, Dance, Choir, Touch Football etc.)
- Student council fundraising events
- Pre-prep information sessions
- Incursions

How Information and Communication Technologies are used to Assist Learning

All classrooms at Capella State School have internet connection. The school has two computer labs with twenty-five networked work stations, interactive whiteboards in every classroom and a data projector. Digital cameras are extensively used as tools to enhance student learning experiences. At Capella we have implemented a Digital Technology School Overview aligned to the Australian Curriculum which outlines Digital Technology C2C Units and accompanying assessment tasks for Prep-Year 6. Classes utilise the computer labs for regular lessons as well as having access to computers in their classrooms. All teachers include effective strategies for making technology a regular feature of each student's daily learning in their curriculum planning.

Social Climate

Overview Social Climate

Students enthusiastically contribute to the positive climate of the school through the peak body of students that make-up Capella State School's Student Council. The Student Council play an active role in the pastoral care program in place at Capella State School. Each term members of the Student Council conduct a significant social event for their peers as well as providing activity days throughout the term that involve students in alternate programs with a social focus. In 2016 Capella State School introduced Student Body Leaders in Year 6. These students oversee and manage the student council meetings and fundraising events, under the guidance and direction of a teacher.

Throughout the year consistent practices towards acceptable behavior through the school's revised Responsible Behaviour Plan have been implemented. With students given positive behavior cards to gain stamps and work towards achieving passes in each of the four areas of PBL (Respectful, Responsible, Safe and a Learner). With the ultimate goal being a gold pass (achievement of passes in all four areas of PBL). Each term in Week 10 a positive behavior reward afternoon takes places, and students (according to PBL passes obtained)

select activities that they would like to participate in. The reward afternoon is a celebration of success re positive behavioural choices made throughout the term.

Capella State School strives to create positive, predictable environments for all students at all times of the day. The discipline and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying at Capella State School. Research indicates that both those bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Capella State School including name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful or untruthful rumours.

Prevention of Bullying:

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behavior in all areas of the school is not kept to a low level. Therefore, our school wide 'Positive Behaviour for Learning' (PBL) support practices will be maintained at all times. This will ensure that:

- Our PBL processes will always remain the primary strategy for preventing problem behavior, including preventing the subset of bullying behavior.
- All students know the school rules and have been taught the behavioural expectations attached to each of the four areas of Being Respectful, Being Responsible, Being Safe and Being a Learner and apply these expectations in all areas of the school and at all times, including before and after school.
- All students have been or are being taught the specific routines in the playground areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the playground areas of the school.
- A high level of quality active supervision is a permanent staff routine in the playground areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the playground areas.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	75%	100%
this is a good school (S2035)	100%	75%	100%
their child likes being at this school* (S2001)	100%	83%	100%
their child feels safe at this school* (S2002)	100%	75%	100%
their child's learning needs are being met at this school* (S2003)	64%	67%	86%
their child is making good progress at this school* (S2004)	79%	67%	71%
teachers at this school expect their child to do his or her best* (S2005)	86%	83%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	71%	64%	86%
teachers at this school motivate their child to learn* (S2007)	64%	83%	100%
teachers at this school treat students fairly* (S2008)	79%	75%	71%
they can talk to their child's teachers about their concerns* (S2009)	79%	75%	86%
this school works with them to support their child's learning* (S2010)	79%	75%	86%
this school takes parents' opinions seriously* (S2011)	71%	75%	86%
student behaviour is well managed at this school* (S2012)	79%	75%	71%
this school looks for ways to improve* (S2013)	93%	82%	83%
this school is well maintained* (S2014)	93%	92%	57%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	95%	91%
they like being at their school* (S2036)	93%	82%	100%
they feel safe at their school* (S2037)	95%	91%	89%
their teachers motivate them to learn* (S2038)	95%	100%	100%
their teachers expect them to do their best* (S2039)	93%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	90%	100%	98%
teachers treat students fairly at their school* (S2041)	95%	100%	87%
they can talk to their teachers about their concerns* (S2042)	87%	100%	98%
their school takes students' opinions seriously* (S2043)	86%	91%	87%
student behaviour is well managed at their school* (S2044)	80%	64%	85%
their school looks for ways to improve* (S2045)	95%	100%	100%
their school is well maintained* (S2046)	90%	100%	93%
their school gives them opportunities to do interesting things* (S2047)	90%	95%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	91%	69%	100%
they feel that their school is a safe place in which to work (S2070)	100%	85%	100%
they receive useful feedback about their work at their school (S2071)	91%	77%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	90%	100%
students are encouraged to do their best at their school (S2072)	100%	77%	94%
students are treated fairly at their school (S2073)	82%	77%	88%
student behaviour is well managed at their school (S2074)	91%	69%	56%
staff are well supported at their school (S2075)	91%	77%	63%
their school takes staff opinions seriously (S2076)	100%	58%	81%
their school looks for ways to improve (S2077)	100%	85%	94%
their school is well maintained (S2078)	91%	92%	81%
their school gives them opportunities to do interesting things (S2079)	91%	77%	81%

* 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

Capella State School uses the Community Engagement Framework as the guiding tool to promote staff and community collegiality. With students, parents and the greater community working together to ensure the needs of every child at Capella State are addressed.

Parents are encouraged to be involved with their child's education at Capella State School. Each class requests parent help and operates rosters to foster the involvement of parents. Classes schedule culmination days at the end of work units to enable students to showcase and share their learning outcomes with parents.

Parents make valuable contributions to the growth and prosperity of the school through their involvement with the Capella State School Parents and Citizens Association. The P&C provides the necessary link between the school and parents by being the public forum for discussions affecting the school's educational and administrative program. The P&C conducts fundraising activities throughout the year with funds raised going to support the school in many areas as per the P&C budget.

Parent information sessions were held in Term 1 to outline the year ahead and to set classroom expectations re curriculum and behaviour. Written reports were provided to families twice per year. Face to face reporting on student progress occurred at the end of Term 2 & Term 3 (three-way conferencing). Teachers were available to report on progress at other times on request.

Principal assemblies are held at the end of each term to acknowledge the hard work and effort by students to improve their outcomes/results. Selected students are given a certificate on a designated parade in Week 10 of each term and the criteria for this award is: *'Major improvement in all areas of the student's work. He/she have made a significant contribution to the class or subject area'*.

Newsletters were available both electronically and in hard copy from the office. Parents were invited to attend special events, including assemblies, class performances and learning celebrations throughout the year.

New communication protocols have been established in 2017 with weekly emails home to parents from each teacher informing them of curriculum undertakings and also upcoming events. Teachers also send home a term newsletter that gives an overview of what the term entails in their respective classrooms.

Respectful Relationships Program

By implementing the Respectful Relationships education program, schools will give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

The Respectful relationships education program has been developed for Prep to Year 12 students. The Prep to Year 10 programs are aligned to the Australian Curriculum: Health and Physical Education and can be delivered through this learning area or as part of the school's pastoral care program.

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. During health lessons with the designated teacher the students' focus on maintaining student health and well-being and that of others.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	7	4	12
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

During 2016, classes studied environmental sustainability topics including water conservation and protecting animal habitats. The focus at Capella State School will be to continue to reduce our environmental footprint. We shall continue solar programs and increase awareness of power saving practices. In 2017 we introduced Sustainability



Captains to assist in ensuring procedures around water conservation, energy reduction and litter control. Timers in line with the school sprinkler system have been installed to reduce water consumption. The school has been implementing a number of practices/initiatives to ensure that students are aware of sustainable practices that enhance our environment.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	103,792	5,463
2014-2015	106,360	4,485
2015-2016		

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	13	13	<5
Full-time Equivalent	11	7	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	3
Bachelor degree	10
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$11,405.64

The major professional development initiatives are as follows:

- Positive Behaviour for Learning Training
- Beginning Mentoring Teacher Training
- BMA Read Initiative
- Leading High Performance Teams
- Administration – Leadership and Learning
- Explicit Instruction & Pedagogy
- Peer Observation and Feedback
- Digital Technologies (STEM)
- Supporting Students with Disabilities

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	94%	91%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

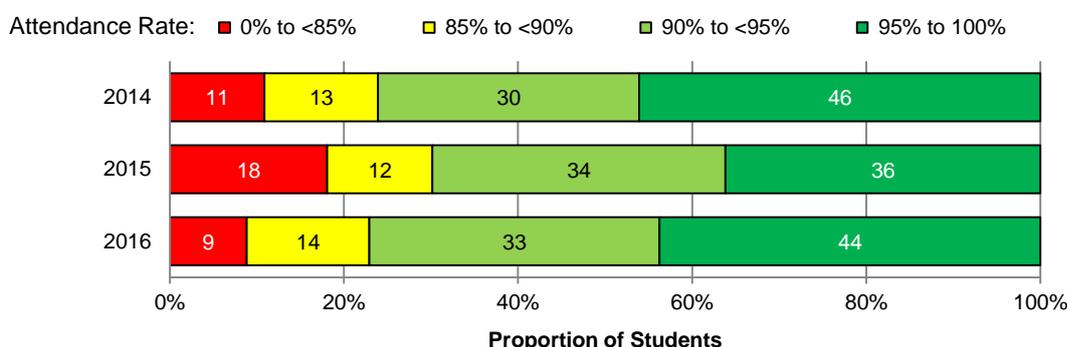
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	94%	92%	94%	93%	92%	92%	91%					
2015	91%	92%	93%	92%	92%	92%	93%						
2016	95%	94%	93%	94%	92%	94%	88%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



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

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

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.

When students are absent from school, the absenteeism officer sends a same day text to the family requesting a reason as to the student's absence. All student absences are followed up to ensure there are no unexplained absences at Capella SS. Rolls are marked twice daily (9.00am and 2.00pm) and student absences are recorded by the teachers. Students arriving late to school are signed in at the office by a parent/carer. These procedures are in place to assist in ensuring the safety of students and the correct recording of student attendance.

Attendance posters are displayed in every classroom and in the office and have been distributed to parents via the newsletter. These posters provide parents with visual information re the importance of being on time and re-iterate the notion that 'Every Day Counts'.

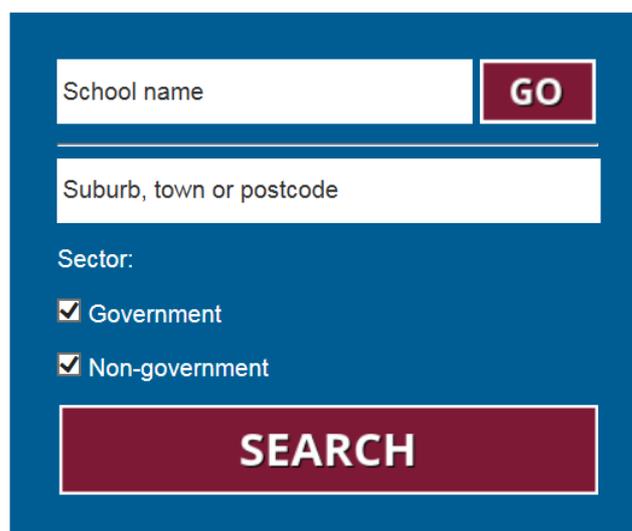
Each fortnight in the newsletter the attendance percentage for the term is presented and there is an interesting fact re time missed at school, whether by absenteeism or lateness and what this equates to at the end of each year and the end of schooling. All of above steps are taken to promote student attendance to ensure that parents are aware that "Every Day Counts".

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, and 5 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school



Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

At Capella State School we promote the three-way partnership of parents, students, teachers and community members all working together to ensure the needs of all students at Capella State School are met. Our mantra is 'Learn by Doing' and we promote the notion of forever learning. The staff uses the Australian Curriculum and the accompanying Achievement Standards to guide best practice and ensure the needs of all students are addressed, both academically and personally.

We are a proud Positive Behaviour for Learning School and adhere to the four areas of Being Respectful, Being Responsible, Being Safe and Being a Learner. Our focus is addressed on parade each week, displayed on our school sign, taught explicitly in classroom lessons and achievement acknowledged via Student of Week awards (relevant to the focus area).

Our goal is to promote active, productive citizens ready to take their place in the multi-media world of the twenty first century, and to ensure that all students' are motivated to reach their full potential.