



Magnetic Island State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	10 - 16 Mandalay Avenue Nelly Bay 4819
Phone	(07) 4758 2333
Fax	(07) 4758 2300
Email	principal@magneticislandss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Principal

From the Principal

School overview

Magnetic Island State School is proudly situated on Yunbenun, a part of the traditional land of the Wulgurukaba people, which is known as Magnetic Island. Our school is uniquely situated within the World Heritage-listed Great Barrier Reef Marine Park with an extraordinary landscape of rocky terrain and giant boulders, covered with eucalypt woodlands and majestic hoop pines. We are a tropical island paradise surrounded by secluded bays and golden beaches. With 23 beaches and bays and just a 20 minute ferry ride from Townsville, Magnetic Island has the natural beauty and serenity of an untouched paradise within a thriving community. Over two-thirds of Magnetic Island is classified as National Park, providing a haven for native wildlife including rock wallabies, koalas, possums and more than 100 different bird species.

At Magnetic Island State School, we believe that all students should have access to the best educational opportunities and outcomes possible. We strive to create a culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests. We have high expectations and celebrate successes with the whole school community. We acknowledge the importance of partnerships between parents and carers, communities and schools to promote student learning and success.

Magnetic Island State School envisions all young people to be respectful, responsible and safe.

To support our students in living these values, our school community will:

- Value and celebrate individual achievements;
- Value and celebrate our differences; and
- Promote and encourage proactive, responsible citizens in behaviour, in learning and in life.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be respectful;
- Be responsible; and
- Be safe.

At Magnetic Island State School, we believe:

- Learning is a life-long process;
- Learning occurs best within a supportive, stimulating and challenging environment that develops self-esteem, fosters a love of learning and recognises students individual needs and abilities; and
- Quality learning outcomes are enhanced when there is a shared responsibility between the school and the community.

School Vision: All students can succeed.

Mission Statement: Magnetic Island State School will be a positive and supportive school empowering students to be the best that they can be. Students, staff, parents, carers and community members will work together to foster an outstanding academic, creative and environmentally sustainable learning environment.

School progress towards its goals in 2018

To build on our positive school culture of engaging learning that continues to improve student outcomes aligned with the Australian Curriculum. Students, staff, parents, carers and community members will work together to foster an outstanding academic, creative and environmentally sustainable learning environment.

Our 2018 explicit improvement agenda:

- Align the teaching, assessing and reporting of the Australian Curriculum across the school.
- Ensure consistency in the teaching of reading, spelling and writing across the school.
- Enhance student learning and wellbeing through partnership with families and community and further promoting our school's Positive Culture for Learning.

Policies updated in 2018 to support the EIA:

- Teaching and Learning Handbook
- Whole School Curriculum Plan
- Pedagogical Framework
- Learning and Wellbeing Framework
- Positive Culture for Learning

Magnetic Island State School Improvement Priorities 2019

To build on our positive school culture of engaging learning that continues to improve student outcomes aligned with the Australian Curriculum. Students, staff, parents, carers and community members will work together to foster an outstanding academic, creative and environmentally sustainable learning environment.

Our 2019 explicit improvement agenda:

- Continue to align the teaching, assessing and reporting of the Australian Curriculum across the school.
- Ensure consistency in the teaching of reading, spelling and writing across the school.
- Enhance student learning and wellbeing through partnership with families and community and further promoting our school's Positive Culture for Learning.

In 2019, Magnetic Island State School will participate in a Self-Determined School Review as part of the four-year strategic cycle.

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	143	134	137
Girls	78	67	70
Boys	65	67	67
Indigenous	11	7	7
Enrolment continuity (Feb. – Nov.)	91%	88%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Magnetic Island State School is in the unique position of catering for a population that resides on an island eight kilometres off the eastern coast of Australia. Although the island is a suburb of Townsville, the constraints placed on travel between the island and the resources of that city mean that the community experiences many of the isolation factors associated with more remote communities. The Index of Community Socio-Educational Advantage (ICSEA) value sits at 1042, with 1000 being the average ICSEA value. Five per cent of students identify as Aboriginal and/or Torres Strait Islander and twelve per cent of students have English as an additional language, with ten different language groups represented. In 2018, two per cent of the student body had endorsed individual curriculum plans.

Average class sizes

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	22	21	21	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.
Year 4 – Year 6	28	18	20	

Curriculum delivery

Our approach to curriculum delivery

Magnetic Island State School Improvement Priority

To build on our positive school culture of engaging learning that continues to improve student outcomes aligned with the Australian Curriculum. Students, staff, parents, carers and community members will work together to foster an outstanding academic, creative and environmentally sustainable learning environment.

A Culture That Promotes Learning

- Peer Support
- Positive Culture for Learning Framework
- A focus on our special local environment
- Stephanie Alexander Kitchen Garden
- Reef Guardian Schools
- Strong Community Engagement
- Restorative Practices
- Learning and Wellbeing Framework- focus on relationships

High Expectations and Excellent Classroom Practice

- At Magnetic Island State School, we believe that every student can succeed and every student will succeed;
- Every Day Counts – attendance at or above 95%;
- Students and staff on time and well prepared;
- Embed Positive Culture for Learning;
- Expect excellent behaviour;
- Ensure a supportive school environment and differentiate for individual needs;
- Use the data to inform your practice;
- Ensure adequate resources;
- Explicitly teach every lesson;
- High quality, organised classroom display; and
- Excellent handwriting and presentation.

Strong Relationships

- Students are safe, have trust, respect and feel valued;
- Value and celebrate individual achievements;
- Value and celebrate our differences;
- Promote and encourage proactive, responsible citizens in behaviour, in learning and in life;
- Provide proactive support through the implementation of the Peer Support program;
- Ensure that parents and carers feel welcome and informed;
- Speak positively and focus on the great things happening;
- Actively participate and be involved in our school community;
- Embrace and celebrate diversity;
- Share ideas and work as a team;
- Be aware of personal issues and be empathetic; and
- Make time for colleagues and self.

Visible Learning

Visible Learning—every member of the school community is actively engaged and participating in the learning (Hattie, 2008). To make our learning visible at Magnetic Island State School, we ensure that artefacts and displays are in each classroom, aligned to curriculum being taught to assist with every student succeeding. Our Learning Walls include:

- What do students need to KNOW and DO?
- Modelled response/collaborative samples (“We Do” samples)
- Guide to making judgments

MISS Explicit Teaching Framework (Archer 2011)

- “I do, You do, We do” (Gradual Release Model of Responsibility)
- The goal of guided instruction in the gradual release of responsibility model is to guide students toward using different skills, strategies and procedures independently. The student will assume more responsibility with less support from the teacher. The use of the metalanguage of the learning area shifts from teacher to student.
- Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students (Archer, 2011). The following elements of Explicit Instruction should be considered before, during and after each lesson:

Critical Elements of Explicit Instruction

- Optimal use of instructional time - Students engaged and on task at all times
- High levels of success at all stages
- Focused on critical content matched to students’ instructional needs
- Sequenced logically - Breakdown of complex skills and strategies into smaller steps
- Supported practice
- Timely feedback – immediate and affirmative

Co-curricular activities

Kitchen Garden

The Magnetic Island State School community is proudly affiliated with the Stephanie Alexander Kitchen Garden Foundation. With the drive and continued support of dedicated parents and citizens, together with staff and students, we implement pleasurable food education to teach our students positive food habits through fun, hands-on learning. The Kitchen Garden Curriculum is integrated into teaching and learning at our school.

Environmental Sustainability

At all times, our school community proactively seeks to develop sustainable practices to ensure that our natural flora and fauna are protected. Our school grounds are unique; we have many different animals that live on our site, from koalas and echidnas to a rare gecko only found in this area. Our bird species include curlews, sunbirds, lorikeets, kookaburras, galahs and many more. Staff and students respect animals and their habitat. At Magnetic Island State School, we promote sustainability through our Kitchen Garden Curriculum, worm farming, composting, recycling and being both energy and water aware.

Reef Guardian School

Magnetic Island State School is a Reef Guardian school, an initiative of the Great Barrier Reef Marine Park Authority. A key objective of the Reef Guardian Schools program is to create awareness, understanding and appreciation for the Reef and its connected ecosystems, this fosters stewardship and promotes a community culture of custodianship for Reef protection. It empowers students, gives them a sense of involvement in the bigger picture, and encourages them to make a positive difference. Students enthusiastically participate in activities aimed at improving catchments, water quality, sustainability, and Reef health.

- Peer Support
- Reef Guardian Schools
- Art in a Suitcase (Perc Tucker Gallery)
- Obi Geia Challenge – Rugby League Palm Island
- Cathy Freeman Netball (Palm Island)
- Inter-school Athletics, Cross Country and Swimming competitions
- Instrumental Music
- Concert Band workshops and performances
- Private Music Lessons
- Sporting Schools Program
- F1 in Schools Expo
- World Oceans Day
- Townsville Eisteddfod
- Instrumental Fanfare
- AFL, Rugby Union, Rugby League, Netball
- Transition Activities
- Year 6 Leadership Camp
- National Tree Day
- National Day of Action Against Bullying and Violence
- Clean Up Australia Day
- Walk Safely to School Day
- Funky Hair Day (Shave For a Cure)
- Stephanie Alexander Kitchen Garden
- Day For Daniel
- CBA Start Smart Program
- Cowboys Try For Five
- Book Week Make a Wish Fundraiser
- Electricity Safety Heroes program
- Lunchtime Visual Arts Projects
- Under 8’s Day
- 40HourJammin (MND fundraiser)
- Sporting Schools
- Paluma Environmental Education Centre Writers and Illustrators Camp

How information and communication technologies are used to assist learning

Magnetic Island State School is continuing to prioritise Information and Communication Technologies for teaching and learning, across all year levels in all learning areas. Currently the school has a computer lab, with 28 desktops, 37 iPads and 33 laptops shared amongst the classes. Each learning space in the school has access to screens for supporting teaching and learning in the school, there are also three apple TVs to further support teaching.

Social climate

Overview

At Magnetic Island State School, all students should have access to the best educational opportunities and outcomes possible. We strive to create a culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests. We communicate high expectations and successes to the whole school community through parades, newsletters, school website and social media opportunities.

Magnetic Island State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

At Magnetic Island State School we use an evidence based, whole school framework to establish a Positive Culture for Learning, using the Positive Behaviour for Learning framework. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students to encourage high expectations for positive behaviour and schooling success. Staff engage in active supervision at all times which requires focused attention and intentional observation. This constant vigilance helps children to learn safely. This is monitored through classroom observation and behaviour data collection. Further specialised strategies are implemented for students who may require further support and intervention to achieve school success.

At Magnetic Island State School, we positively reinforce and acknowledge the use of appropriate behaviours by:

- Celebrating Positive Behaviours on parade and in the newsletter;
- Positive phone calls/notes home from the principal or classroom teacher;
- GOTCHA's for individual students following school focus;
- GOTCHA class of the week;
- Personal praise;
- Newsletter items;
- Feedback to community through P&C;
- Recording positive behaviours on One School; and
- End of Term Celebrations.

At Magnetic Island State School, all staff and students engage with the Peer Support Program. This program is an evidence-based peer led approach to enhance the mental, social and emotional wellbeing of young people. The peer-led groups occur weekly across the school, as well as being used organizationally for special activities during the school year.

Peer Support is used at Magnetic Island State School to develop the following skills:

<ul style="list-style-type: none">• Communication• Critical thinking• Coping• Planning• Negotiating• Leadership skills	<ul style="list-style-type: none">• Problem Solving• Monitoring stress• Conflict resolution• Decision making• Resilience• Anti-bullying strategies	<ul style="list-style-type: none">• Refusal• Empathy• Assertiveness• Relationship building• Interpersonal skills• Values clarification
---	---	---

Our school community have agreed on the following school rules: Be Respectful, Be Responsible and Be Safe.

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%	83%	100%
• this is a good school (S2035)	100%	89%	100%
• their child likes being at this school* (S2001)	89%	89%	95%
• their child feels safe at this school* (S2002)	100%	94%	95%
• their child's learning needs are being met at this school* (S2003)	88%	83%	100%
• their child is making good progress at this school* (S2004)	89%	89%	97%
• teachers at this school expect their child to do his or her best* (S2005)	100%	94%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	88%	100%
• teachers at this school motivate their child to learn* (S2007)	94%	76%	97%
• teachers at this school treat students fairly* (S2008)	94%	83%	97%
• they can talk to their child's teachers about their concerns* (S2009)	100%	94%	100%
• this school works with them to support their child's learning* (S2010)	88%	78%	97%
• this school takes parents' opinions seriously* (S2011)	82%	73%	92%
• student behaviour is well managed at this school* (S2012)	65%	78%	92%
• this school looks for ways to improve* (S2013)	88%	93%	100%
• this school is well maintained* (S2014)	94%	83%	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)	81%	93%	94%
• they like being at their school* (S2036)	87%	98%	87%
• they feel safe at their school* (S2037)	75%	93%	92%
• their teachers motivate them to learn* (S2038)	92%	96%	93%
• their teachers expect them to do their best* (S2039)	98%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	100%	93%
• teachers treat students fairly at their school* (S2041)	77%	91%	87%
• they can talk to their teachers about their concerns* (S2042)	79%	89%	83%
• their school takes students' opinions seriously* (S2043)	75%	86%	87%
• student behaviour is well managed at their school* (S2044)	61%	67%	70%
• their school looks for ways to improve* (S2045)	85%	100%	88%
• their school is well maintained* (S2046)	81%	93%	87%
• their school gives them opportunities to do interesting things* (S2047)	82%	98%	89%

Percentage of students who agree# that:	2016	2017	2018
---	------	------	------

* 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)	89%	93%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	94%	100%	100%
• student behaviour is well managed at their school (S2074)	94%	100%	100%
• staff are well supported at their school (S2075)	89%	87%	88%
• their school takes staff opinions seriously (S2076)	89%	80%	88%
• their school looks for ways to improve (S2077)	100%	87%	96%
• their school is well maintained (S2078)	94%	93%	100%
• their school gives them opportunities to do interesting things (S2079)	89%	87%	96%

* 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

The Parent and Community Engagement Framework ensures that communication and collaboration continue to be at the fore of relationships between parents at the school. At our school, parents are kept informed through regular newsletters, social media updates, the school website and through oral and written reporting, there are a large number of parents attending weekly parades each Monday morning and performance parades twice each term. Magnetic Island State School Parents and Citizens Association is very active and supportive of the school, there were 40 P&C members in 2018. We have a large number of active volunteers in the school who continue to support student learning at the school.

Established School Community Partnerships include:

- Reef Guardian Schools;
- Peer Support Australia;
- C&K Magnetic Island Early Childhood Centre;
- Rotary Club;
- Stephanie Alexander Kitchen Garden;
- MICDA (Magnetic Island Community Development Association);
- MINCA (Magnetic Island Nature Care Association);
- MIFCO (Magnetic Island Fauna Care Organisation)
- Magnetic Island Museum;
- Men's Shed;
- Clontarf Foundation
- MI Community Care;
- R.S.L.;
- SeaLink Queensland;
- Sun Bus;
- Magnetic Island Boat Club;
- Queensland Police (Adopt-a-Cop);
- Queensland Ambulance Service;
- Queensland Fire Brigade; and
- Collaboration and support of local sporting groups, including:
 - Maggie Island Magpies;
 - Arcadian Surf Life Saving Club;
 - Management of the Gerry Winn Pool- a community facility;
 - Cowboys Football Club support of the Obe Geia Challenge;
 - Cathy Freeman Foundation (Netball);
 - Sporting Schools Program.

Respectful relationships education programs

The school has implemented programs that focus on appropriate, respectful, equitable and healthy relationships; this includes engaging with the Daniel Morcombe Curriculum Units as part of the health curriculum, supporting the Braveheart's Foundation and through implementing the whole school Peer Support program. The Peer Support program is an evidence-based peer led approach to enhance the mental, social and emotional wellbeing of young people. The peer-led groups occur weekly across the school, as well as being used organizationally for special activities during the school year. The school also actively participates in the National Day of Action against Bullying and Violence, Day for Daniel and the Walk Safely to School Day.

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	11	1	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

As a Reef Guardian school, Magnetic Island State School has made a concerted effort to reduce its environmental footprint. Electricity and water usage are carefully monitored and the staff explicitly teaches and promotes environmentally sustainable practices. Some of our current practices include:

- Students collect food scraps for composting and worm feeding.
- Approved water management plan, collaboratively developed with Townsville City Council Water Management.
- Solar Panels feed into the electrical grid.
- Cleaning the beach during World Ocean Day.
- Cleaning the school and community through supporting Clean-up Australia Day.
- Reusing and recycling paper.
- Ensure that our lunch area is kept clean so that rubbish does not end up in our waterways.
- Monitoring water evaporation in the school pool.
- Investing in the refurbishment at the pool to ensure water leakages don't occur.
- Sustainable choices are embedded in the school Matrix of Acceptable Behaviours.
- Battery World Recycling Program for the whole Island community (award winning).
- Mobile muster (phone recycling program) for the whole Island community.
- Printer cartridge recycling via Fuji Xerox.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	31,680	42,760	109,571
Water (kL)	15,280	3,444	5,056

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.

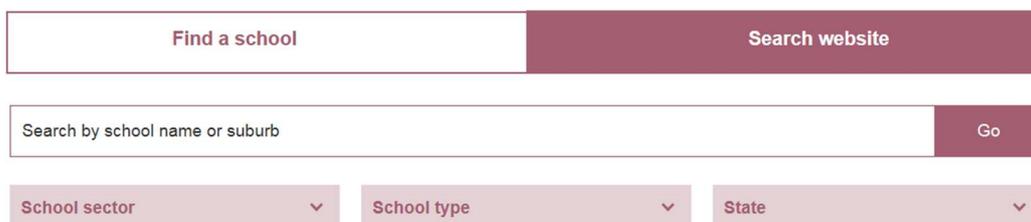
School funding

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](http://www.myschool.edu.au/) website at.

How to access our income details

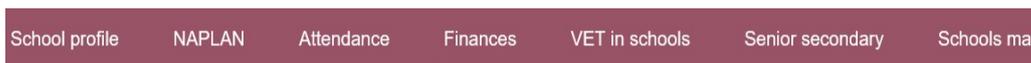
1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



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	13	13	0
Full-time equivalents	10	7	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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*	6	
Bachelor degree	6	
Diploma	1	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$11 789.44

The major professional development initiatives are as follows:

- Positive Culture for Learning (PBL including trail school for PBL Classroom Systems)
- Promoting Student Success (PBL)
- Getting it Right (Tier2/3 PBL)
- Restorative Practices
- Advanced Profiling (3 Days)
- Support Staff Conference- Unity is Strength
- LEM Phonics
- iPads for schools
- Supporting students - ASD
- Trauma training
- Beginning Teacher Training
- Mindfulness Works for Leaders
- Inclusive Education
- Diverse Learners
- PBL Regional Support
- Principal Capability and Development, including Learning Fair and Principal Roadshow
- Mandatory Training and First Aid
- Cluster Moderation

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.	97%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	91%	92%	93%
Attendance rate for Indigenous** students at this school	88%	81%	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

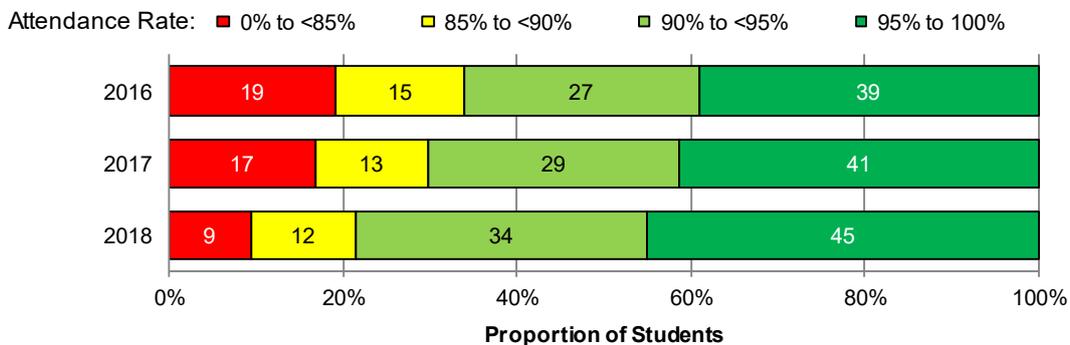
Year level	2016	2017	2018
Prep	92%	92%	92%
Year 1	91%	92%	93%
Year 2	94%	94%	92%
Year 3	87%	91%	95%
Year 4	93%	89%	94%
Year 5	90%	95%	90%
Year 6	89%	89%	92%

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.

Magnetic Island State School encourages all parents and members of our community to support the State Government initiative to improve student attendance. The program – Every Day Counts – has four key messages:

- all children should be enrolled and attend school on every school day;
- schools should monitor and create ways to improve attendance in schools;
- attendance is the responsibility of everyone in the community;
- children may find themselves in unsafe situations if they choose not to attend or skip school.

All rolls are marked using OneSchool electronic marking system twice each day, before 9.00am and again after the second lunch break.

While most students attend school consistently, there is a small number of students who are absent from school without an acceptable reason and this may harm their education. As we want every child to get the best education possible, we expect that every student will attend school every day, for the entire day. Magnetic Island State School attendance policy aims to ensure all students are given the best opportunity to learn by outlining the responsibilities of the school, parents and students in managing attendance issues.

School responsibilities:

- Monitor and identify student absences as outlined in SMS-PR-036: Roll Marking in State Schools;
- Follow up absences quickly and address absence issues with parents and carers;
- Same Day Notification implemented for all students with unexplained absence;
- Follow Education QLD policy and procedures for enforcing enrolment and attendance in SMS-PR-043 Managing Student Absences and Enforcing Enrolment and Attendance at State Schools.

Student responsibilities:

- Attend school each day unless there is an acceptable reason for an absence;
- Make every day count in their learning.

Parent responsibilities:

- Ensure that their child is enrolled at school and attends Magnetic Island State School every day;
- Ensure that their child arrives on time each day;
- Only allow their child to be absent from school where a reasonable excuse has been given.

At Magnetic Island State School, we promote 100% attendance by:

- Implementation of the School Attendance Policy;
- Implementation of Same Day Notification for absences;
- Development of a safe and supportive school environment that promotes positive relationships, including the implantation of programs to develop social skills (Positive Behaviour for Learning Framework, Peer Support Program, School Leadership Program) and to provide support mechanisms for families (Guidance Officer, Queensland Police, Department of Child Safety, CYMHS, Child Family Connect);
- Consistently recording and following up explained student absences;
- Monitoring of the schools attendance data to identify absenteeism trends and individual students with high levels of absenteeism;
- Promoting high expectations for school attendance to the school community by communicating that higher school attendance is associated with higher student achievement (school newsletter, parent meetings, school website, parade);
- Recognition processes for individual and whole class achievements including awards on parade, engaging with the Cowboys 'Try for 5!' program to motivate and reward student attendance.

When a student is absent without explanation, or a pattern of absences has been identified, Magnetic Island State School will take the following actions:

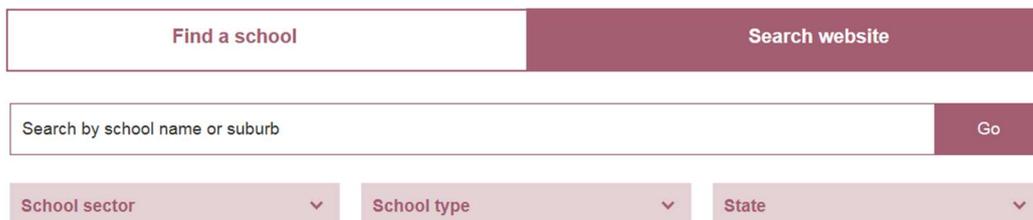
- The parent or carer will be contacted by the class teacher, office staff or teacher's aide (by telephone call/ text message) to determine if there is a reasonable excuse for the absence/s (Director General's Guidelines ss176 and 239 of the Education (General Provisions) Act 2006).
- Administration will send home letters to identify average rate of attendance and impact on schooling.
- Records of contact with parents and carers regarding unexplained absences will be recorded in OneSchool.
- If, after proactive attempts to improve attendance have been undertaken, the student is still not attending school regularly, the school will follow the processes for managing student absences as outlined in the Education (General Provisions) Act 2006 – SMS-PR-043. This includes the reporting of persistent and/or unexplained absences to Education Queensland, The Queensland Police Service and the Department of Child Safety.

NAPLAN

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

How to access our NAPLAN results

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



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



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



Notes:

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