



Cardwell State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Kayte Gillinder Principal

# From the Principal

## School overview

Cardwell State School is one of the oldest schools north of Townsville. It was established in 1870 and has been on the current site since 1885. The school is situated on the Bruce Highway overlooking Hinchinbrook Island, which is part of the Great Barrier Reef World Heritage Area. Approximately 90 students currently attend the school from Prep through to Year Six. Cardwell is approximately 165 km North of Townsville and is the southern most school in the Far North Queensland Region. Cardwell is a Reef Guardian School and, as such, all students from Prep to Year 6 are involved with units of work on the reef, covering such topics as reef awareness, conservation, protection and best environmental practices. All the Key Learning Areas are catered for within a K.L.A. framework. There is a strong focus on literacy and numeracy across the school; however all the Essential Learnings are covered from Prep through to Year 6. Learning Support and Pastoral care is offered weekly, as are specialist lessons in both music, art and physical education. We enjoy good community support and an actively involved Parents and Citizens Committee, which helps in providing both resources and direction for the school. Our students follow the four main school rules of I am safe, I am respectful, I am a learner and I am a buddy. These underpin our Positive Behaviour For Learning lessons and interactions with our students. Our students represent the school in many sporting events including the district and Super Southern Schools' carnivals. We encourage and foster well-being in every student, every day.

## School progress towards its goals in 2018

This School Annual Report provides a snapshot of our achievements in 2017 and our plans for 2018.

"Broaden your Horizons" is our school motto. Our school community is committed to achieving student success through high academic and social expectations; a clear and consistent teaching and learning program focused on the Australian Curriculum, explicit teaching and consolidations and strong leadership that develops staff capacity, student well-being and a collaborative school community. 2018 was a very positive year on many fronts. The implementation or commencement of the following strategies for our small school setting has resulted in pleasing improvements in student outcomes.

School Priority – Curriculum Framework and Planning	Actioned
Every classroom teacher capable of planning from the Australian curriculum: using Achievement standards, GTMJ, differentiating and implementing C2C units to improve student outcomes.	✓
Every classroom teacher able to adjust units from C2C for differentiate in the multi-age class setting and to meet individual student needs.	✓
To develop and implement STEM technologies studies to all students in 2018.	✓
School Priority – Quality Teaching	Actioned
Every child learning every day! Teachers to reflect on their knowledge and practices in order to improve personal classroom performance in order to improve student outcomes.	✓
School Priority – Writing	Actioned
A-E Writing Data - Increase % of students receiving a C or better in writing by end of 2018 from 60% to 75%.	✓
NAPLAN Targets Year 3 NAPLAN writing 70% or better NMS in 2019. Year 5 NAPLAN writing 80% at NMS with 30% in the U2B in 2019	✓
School Priority – Reading	Actioned
For all students to reach the PM benchmark for their year level while demonstrating a high level of comprehension.	✓
Increase the number of Prep and Year 1 students attaining regional PM reading targets from 50% in 2017 to 75% in 2018.	✓
Provide intervention for students in years 3 and 4 who have not met reading targets and who are struggling with vocabulary and comprehension.	✓

## Future outlook – 2019 and beyond

State School Strategies	School Priority Areas	Performance Measures
Successful Learners	<b>Know our Learners</b> - Analyse student reading, writing and numeracy data to improve the A-C data in English through mapping students using the Literacy Continuum, & monitoring P-2 students through Early Start	A whole school approach to supporting the learning of all students is documented.

	<ul style="list-style-type: none"> <li>- Identify and support U2B students in reading, writing and numeracy by providing teaching with a Literacy focus across the KLA's</li> <li>- Moderate tasks in both English and Mathematics with small schools cluster teachers, ensuring validity of data collection</li> </ul> <p><b>Meet our learners' needs</b></p> <ul style="list-style-type: none"> <li>- Develop teacher's ability to use the Literacy Continuum to differentiate learning to improve A-C achievement.</li> <li>- Interrogate data regularly to assess student progress and inform identification of priority areas and associated interventions.</li> </ul>	<p>All Prep – Yr 2 students mapped to literacy continua for reading and writing.</p> <p>MSS NAPLAN, PM, PROBE and Literacy Continuum triangulates with A-C Achievement in English</p>
Teaching Quality	<p><b>Systematic Curriculum Delivery</b></p> <ul style="list-style-type: none"> <li>- Support effective teaching, learning &amp; assessment of writing, reading and numeracy within the curriculum. Co-creation of learning walls that demonstrate student learning every lesson to the summative assessment task.</li> </ul> <p><b>Effective Pedagogical Practices</b></p> <ul style="list-style-type: none"> <li>- Monitor the use of agreed, research-validated, school-wide pedagogical framework of Explicit Teaching of reading, writing and numeracy.</li> </ul> <p><b>Expert teaching team</b></p> <ul style="list-style-type: none"> <li>- Build assessment literacy of teachers through engagement with an agreed instructional coaching cycle.</li> <li>- Continue a systematic coaching approach in the areas of Explicit Teaching of reading, writing and numeracy.</li> </ul>	<p>Co-constructed Pedagogical Framework – evidence based, incorporating high yield strategies and focuses on the success of all students.</p> <p>Planned assessment to occur in multiple ways.</p> <p>Whole school curriculum plan with a flexible approach, incorporating ICT skills across all KLAs</p>
Principal Leadership & Performance	<p><b>Lead Teaching &amp; Learning</b></p> <ul style="list-style-type: none"> <li>- Embed an inclusive school wide curriculum, pedagogy, assessment model for English &amp; Mathematics by engaging with P-12 CALF</li> <li>- Inclusive Practices and IEALD framework</li> </ul> <p><b>Develop self &amp; others</b></p> <ul style="list-style-type: none"> <li>- Support professionalism and leadership of all staff through implementation of authentic Developing Performance Plan conversations</li> </ul> <p><b>Lead Improvement, Innovation and Change</b></p> <ul style="list-style-type: none"> <li>- Lead through fostering understanding and accountability for the teaching of English &amp; Mathematics by ensuring fidelity of A-C through cluster moderation.</li> <li>- Build an inclusive &amp; collaborative culture using <b>#whatever_it_takes</b> systems</li> </ul>	<p>Staff Developing Performance Plans – documented and reviewed</p> <p>Marking guides</p> <p>Assessment folios</p> <p>Class markbooks – One School</p> <p>School Data Profile</p>
School Performance	<p><b>Know our data</b></p> <ul style="list-style-type: none"> <li>- Scan and assess writing, reading and numeracy evidence of learning to determine the impact of A-C data</li> <li>- Develop and maintain rigorous moderation processes within and beyond the school to ensure consistency of teacher judgement</li> </ul> <p><b>Know our strategies</b></p> <ul style="list-style-type: none"> <li>- Accelerate the inclusive and explicit improvement agenda, using a chain of evidence and Inquiry model for numeracy</li> <li>- Build staff knowledge, understanding and application of inclusive education and associated legislation and policy</li> <li>- Build staff knowledge, understanding and application of positive behaviour for learning guidelines and develop a whole school approach to wellbeing of students.</li> </ul>	<p>Learning walls – students are able to articulate their learning</p> <p>Moderated tasks – consistency across small schools</p>
Local Decision Making/ Regional Support	<p><b>Foster accountability</b></p> <ul style="list-style-type: none"> <li>- Improve school processes to ensure consistency and clarity of communication across all areas of the school</li> <li>- Develop a parent partnership program – CCPP (Cardwell &amp; Community Partnership Program) to ensure collaborative partnerships</li> </ul> <p><b>Create collaboration</b></p> <ul style="list-style-type: none"> <li>- Work across cluster to maintain and develop partnerships in areas of STEM, classroom observations, planning and moderation and sports</li> <li>- Improve community partnerships through a range of activities to encourage parent voice and sharing of ideas</li> <li>- Develop a cluster approach to student support through data analysis, involvement of outside agencies and inclusion of support services (both cluster and regional)</li> </ul>	<p>Cluster support plan</p> <p>Moderation process implemented</p> <p>CCPP implemented, meetings organised, processes developed</p> <p>Professional learning community developed across SSUCUP schools</p>

# Our school at a glance

## School profile

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

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	78	108	80
Girls	43	55	43
Boys	35	53	37
Indigenous	19	38	30
Enrolment continuity (Feb. – Nov.)	81%	87%	78%

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

Students at Cardwell State School come from the township of Cardwell and its immediate surrounds. The town's major industries are banana, prawn farming and fishing. Local businesses rely heavily on tourists and local visitors and who drive along the main highway. We have a multicultural body of students with 24% Aboriginal and Torres Strait Islander and a growing percentage of children from India and Asia.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	20	22	19
Year 4 – Year 6	25	23	19
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

## Curriculum delivery

### Our approach to curriculum delivery

Cardwell State School provides a multi-age setting for its students. Teaching staff use a differentiated approach to student learning where student learning and assessment are developed around student point of need. Teachers collect a range of data about student learning and development and analyse this data on a 5 weekly cycle to assess student learning. Areas of literacy, numeracy and science are the main areas for discussion regarding student improvement. FNQ data targets are used to guide student development and growth. One School is used to collect diagnostic data and provides evidence of student improvement. Student data is shared with students and parents to provide feedback and involvement in learning.

Cardwell State School uses the following to support student learning:

- Australian Curriculum,
- C2C Resource Units,
- Foundation Learning Programs –CARS and STARS
- Foundation Spelling Programs – Jolly Phonics
- Guided texts – Mental maths and Soundwaves
- Evidence based decision making
- Differentiated and Student Based Planning
- Direct and Explicit Instruction
- Small Group instruction
- Differentiated Instruction

Cardwell State School uses the following diagnostic assessments:

- PM Reading Benchmark Assessments
- PROBE Testing
- FNQ Regional Numeracy Assessment
- PAT R and PAT M Testing
- Mount Isa speech Program
- Waddington Spelling and Reading test

Transition – School Readiness Program.

School Readiness sessions are held in Term 4 each year for Pre PREP children to become familiar with their new environment, meet their new teachers and experience some early learning and routines.

#### Special Needs

As part of the Ulysses cluster of schools we have access to high quality special needs programs that compliment class programs and are responsive to the specific needs of the student.

Most Students participate 100% in their classroom. Differentiated programs are designed and implemented with the support of skilled teachers. High levels of professional collaboration occurs at planning, implementation and, reporting stages.

## **Co-curricular activities**

- School Leaders – Captains and Vice Captains
- Student Council
- Community weekly parade with student input
- Girringun Rangers and Junior Rangers Program
- Annual School Camps – Years 3 – 6
- Local, regional and district sporting opportunities
- Special school sporting and fun days – Fun run, tug of war competition
- Reef Guardian School
- Leadership Camp
- Writers and Illustrators' Camp
- Breakfast club
- Homework club
- Special commemoration days
- Annual School Concert
- 'Chappy' Breakfasts

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

Our school is equipped to meet the achievement standards of the Australian Curriculum. ICT learning is embedded in each KLA. Each classroom has an interactive whiteboard and dedicated laptop which are used for most teaching sessions. Students are taught a wide variety of skills including the use of Microsoft Office suite, accessing The Learning Place, keyboarding skills and research skills. ICT skills are embedded in their learning. The students also have their own personal computer for use at school through the One Lap Top per Child Program. Our school has implemented an IT upgrade Plan and our new computer lab is now being utilised by our students and is used extensively in our STEMS program. ICT's are used extensively by teachers – planning, teaching and learning, monitoring progress, reporting. Teachers use One School for a range of purposes – planning, data collection and analysis, behaviour reports, use of dashboard and assessment reports. Professional development is accessed through ICT by all staff members. The students are using laptops purchased with I4S funding and are becoming ready to participate in NAPLAN online in 2019.

## **Social climate**

### **Overview**

At Cardwell State School we are committed to providing a safe, respectful and disciplined learning environment. Our school prides itself in the warm and caring environment we have created here. Our school welcomes and supports students from a wide range of cultural and social backgrounds. Our students benefit from the rich learning and social environment this creates. Our behaviour program focuses on three general areas:

- Promotion and support of positive student behaviours

- Explicit teaching of social skills (PBL)
- Management of inappropriate behaviours

**Preventative Strategies include:** The School's Responsible Plan which is discussed with every new enrolment, a focus on the explicit teaching of social and friendship skills as part of our Positive Behaviour for Learning Program and the use of a range of positive reinforcement strategies including awards on parade. Classroom rules, expectations and consequences are regularly taught and re-visited.

**Supportive Strategies include:** Guidance Officer assistance, School Chaplaincy Program, Peer Support, Mentoring Program provided by Tully Support Centre and regular staff and principal support for students.

**Corrective Strategies include:** A detailed description of the consequences applied for a range of unacceptable behaviour is outlined in our Responsible Behaviour Plan.

The positive climate in our school is the result of a consistent and explicit whole school approach to responsible behaviour. A range of strategies, including our Bullying Prevention Strategy, are used to address the varying needs of students and the diverse contexts. All incidents are recorded on to the school data base.

**BE RESPECTFUL**

**BE A LEARNER**

**BE SAFE**

**BE A BUDDY**

## 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)	90%	90%	100%
• this is a good school (S2035)	90%	100%	100%
• their child likes being at this school* (S2001)	90%	90%	100%
• their child feels safe at this school* (S2002)	90%	90%	100%
• their child's learning needs are being met at this school* (S2003)	90%	70%	100%
• their child is making good progress at this school* (S2004)	90%	90%	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)	89%	90%	71%
• teachers at this school motivate their child to learn* (S2007)	80%	90%	100%
• teachers at this school treat students fairly* (S2008)	78%	80%	57%
• they can talk to their child's teachers about their concerns* (S2009)	100%	90%	71%
• this school works with them to support their child's learning* (S2010)	100%	90%	100%
• this school takes parents' opinions seriously* (S2011)	89%	80%	71%
• student behaviour is well managed at this school* (S2012)	80%	60%	86%
• this school looks for ways to improve* (S2013)	89%	90%	86%
• this school is well maintained* (S2014)	90%	80%	86%

\* 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%	93%
• they like being at their school* (S2036)	100%	96%	93%
• they feel safe at their school* (S2037)	100%	96%	93%
• their teachers motivate them to learn* (S2038)	100%	96%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	100%	96%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	100%
• teachers treat students fairly at their school* (S2041)	100%	92%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	87%	86%
• their school takes students' opinions seriously* (S2043)	100%	92%	93%
• student behaviour is well managed at their school* (S2044)	100%	87%	86%
• their school looks for ways to improve* (S2045)	100%	96%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	92%	93%

\* 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)	88%	58%	100%
• they feel that their school is a safe place in which to work (S2070)	75%	83%	100%
• they receive useful feedback about their work at their school (S2071)	63%	67%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
• students are encouraged to do their best at their school (S2072)	100%	91%	100%
• students are treated fairly at their school (S2073)	63%	50%	86%
• student behaviour is well managed at their school (S2074)	75%	33%	86%
• staff are well supported at their school (S2075)	63%	33%	86%
• their school takes staff opinions seriously (S2076)	86%	75%	86%
• their school looks for ways to improve (S2077)	75%	75%	88%
• their school is well maintained (S2078)	75%	75%	100%
• their school gives them opportunities to do interesting things (S2079)	75%	75%	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

Every class teacher conducts parent partnership meetings each term. Face to face, individual, oral reporting occurs prior to report cards being sent home so as to thoroughly discuss all aspects of the student's schooling. Parents review student data books each term. Parents are encouraged to attend weekly parades, to help with school camps, excursions, sporting days and special events.

Our P&C conduct meetings once a month and conduct P&C activities with the support of numerous parent and staff helpers. These activities include the tuckshop, school garden, the local markets, Special events days such as Mother's and Father's Day and Halloween Disco. In 2017, they conducted many fundraising activities in order to raise money for a new senior playground. P&C executive and members are involved in the school strategic planning and audits.

Community groups contribute significantly to student learning and teacher support. Several of our local rangers organise and run the Girringun Junior Rangers Program. Our Physical Education teacher liaises closely with local sporting groups such as Little Athletics, netball and touch coaches.



## Respectful relationships education programs

P The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. Students are encouraged to actively seek assistance when they feel unsafe or threatened. They practice the 'hands off' rule when playing and working with others. The focus of 'Being a Buddy' teaches our young students to be respectful and caring. It teaches empathy and students support each other, showing initiative in seeking assistance and reporting inappropriate behaviours.

## 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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

All of the school gardens have been mulched to prevent water loss and have been planted with drought resistant flora. Students recycle food scraps and the school has a worm farm. This initiative aligns with the Cassowary Coast Council's new bin recycling initiatives.

Students and staff were also encouraged to manage lights and air-conditioners in their classrooms.

Sustainability is valued and embedded across curriculum.

The school has numerous solar panels installed.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	37,172	44,053	39,031
Water (kL)	169		198

Note:

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

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

## School funding

### School income broken down by funding source

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

#### How to access our income details

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

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

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

Note:

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

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	7	6	<5
Full-time equivalents	6	5	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	5
Diploma	1
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 \$17738.61

The major professional development initiatives are as follows:

- Consolidations Workshops
- Planning and Moderation PD with other schools
- First Aid and CPR training
- Beginning Teacher Workshops
- HPE PD
- Writing

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%	95%	98%

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

From the end of the previous school year, 80% 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	92%	93%	90%
Attendance rate for Indigenous** students at this school	87%	86%	80%

\* 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

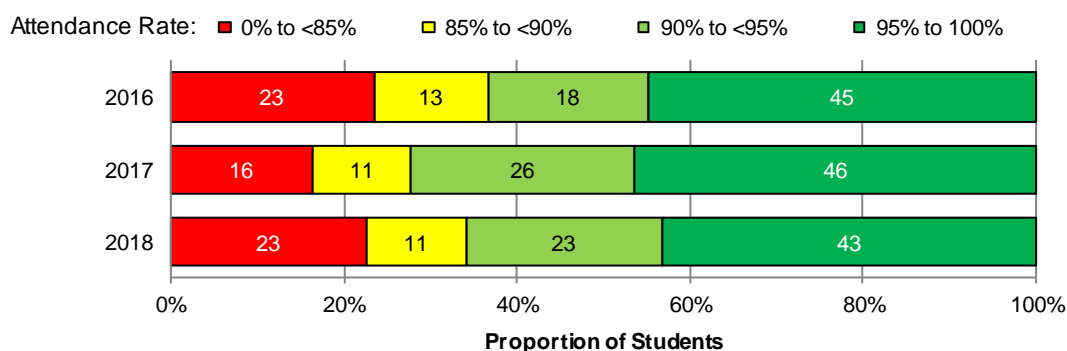
Year level	2016	2017	2018
Prep	89%	93%	84%
Year 1	90%	91%	91%
Year 2	92%	92%	89%
Year 3	95%	93%	89%
Year 4	90%	95%	93%
Year 5	96%	93%	92%
Year 6	93%	95%	88%

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 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.

The school has implemented the Far North Queensland Region's Attendance Plan which aligns with DETE policy regarding school attendance. Our school target is 95% and all students are encouraged to try to meet or exceed this target.

We do this by :

- Providing rich, engaging learning experiences for every child
- Supporting every child to Raise the Bar
- Working in partnership with parents and carers to ensure regular attendance

Roll marking occurs at 9:00 am and again at 1.45pm. An attendance officer starts phoning parents of absent students at 9:20 daily to see why they are not at school.

At Cardwell attendance is promoted in 3 categories – whole school, class data and individual data. Cardwell is actively promoting school attendance through the school newsletter, one on one conversations with parents, school reports and P&C Meetings. Students are encouraged to attend through class recognition in data books and on parade for the best attendance each 5 weeks. At the end of each school semester, students with >95% attendance are presented with an award on parade.

## 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

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.