



Preparing our students for the world of  
tomorrow, today.

Belgian Gardens State School

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



**Queensland**  
Government

## Contact information

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>

## From the Principal

### School overview

Belgian Gardens State School opened in 1887 and is one of the oldest schools in Townsville, catering for students from Prep to Year 6.

Our core purpose and vision is preparing our students for the world of tomorrow today by intentionally creating opportunities for our students to be creative, collaborative, communicative and critical thinkers. When our vision is achieved, students who graduate from BGSS will be confident, motivated, resilient, entrepreneurial global citizens.

Our Science curriculum is just one aspect of our school which demonstrates the ability to enhance our students' ability to work through the 4C's listed above. As the only primary school in the world to breed Clown Fish and the endangered Black Throated Finch and Golden Shouldered Parrot species, our students actively drive these programs, solving real world, contextualised issues. Our sustainability measures which also include aquaponics, recycling programs and rainforest investigations, have been recognised by the Australian Wildlife Society which awarded the school the National Community Conservation Award for 2019. See for yourself as our environmental captains proudly take you on a digital tour of our school's environmental programs.

<https://www.facebook.com/BelgianGardensSS/videos/315633789395248/>

Our connected curriculum harnesses learning that occurs between curriculum disciplines and enables students to build on their knowledge and understanding of all curriculum learning areas within the Australian Curriculum.

Parental and community involvement in the school is actively encouraged and a dedicated Parents and Citizens Association supports the school community by providing additional resources critical to our students success. Our P&C recently won the Queensland P&C of the Year in 2019.

Our school is actively involved in community events and projects including, Anzac Day, Reef Guardian Program, Eisteddfod and Interschool Sports. The social environment at Belgian Gardens State School builds on the positive, proactive, inclusive and constructive culture.

### School progress towards its goals in 2019

Strategy: Literacy Blocks			
Actions: Successful Learners and Teachers	Targets	Timelines	Responsible Officer/s
<p><u>Instructional Coaching (IC)</u></p> <ul style="list-style-type: none"> <li>One on One teacher/admin meetings will drive identification of student needs through the schools Monitoring and Assessment Framework and continue to build teachers capability to be purposeful in response to data.</li> </ul>	<p>100% of teachers using the monitoring and assessment framework to purposefully analyse student data to inform literacy blocks</p> <p>100% of teachers effectively implementing Literacy Blocks by the end of 2019.</p> <p>100% of teachers able to articulate and evidence how a balanced literacy block differentiates for all</p>	<p>Term 1 – Shared understanding of how to interpret and utilise data to improve student outcomes.</p> <p>Ongoing throughout 2019 via One on Ones (weekly).</p>	<p>Deputy Principal P-2</p> <p>Deputy Principal 3-6</p> <p>STL&amp;N P-6</p>

<b>Actions: Successful Learners - Writing</b>	learners.		
<u>Instructional Coaching</u> - Continue to build teacher knowledge and clarity around 'A' level thinking within English Units of work with a lens over extracting HOT cognitive verbs in student writing. <u>Effective Pedagogical Practice</u> - Gradual Release of Responsibility (GRR) in our deployment of curriculum ensuring student agency is developed through classroom opportunities fostering greater student independence.	<b>NAPLAN Achievement:</b> <u>NMS</u> Year 3 R – 100% Year 5 R – 100% Year 3 W – 100% Year 5 W – 97% <u>U2B</u> Year 3 R – 55% Year 5 R – 55% Year 3 W – 55% Year 5 W – 20%  <b>English Levels of Achievement A-B (LOA):</b> Prep: 50% Year 1: 60% Year 2: 60% Year 3: 60% Year 4: 50% Year 5: 60% Year 6: 50%	Ongoing throughout 2019.  100% of teachers building capability through the GRR timelines below eg.  <b>Term 1:</b> Modelled and Shared  <b>Term 2:</b> Shared  <b>Term 3:</b> Guided and Independent  <b>Term 4:</b> Independent	Deputy Principal 3-6  STL&N P-6
<b>Actions: Successful Learners – Reading</b>	Year 5: 60% Year 6: 50%		
<u>Reading Refinement</u> - Review current whole-school approach to the teaching of reading through the engagement of a reading committee. <u>Effective Pedagogical Practice</u> - Enact and monitor reviewed approach to the teaching of reading across the whole school.	<b>Reading Benchmarks:</b> Years P-2 95% students reaching minimum benchmark  Years 3-6 95% students reaching minimum benchmark  <b>Early Start:</b>  <b>School Opinion Survey:</b> S2075 – 94%    S3221 – 95%  S2017 – 100%	100% of teachers building capability through the GRR timelines below eg  <b>Term 1:</b> Modelled and Shared  <b>Term 2:</b> Shared  <b>Term 3:</b> Guided and Independent  <b>Term 4:</b> Independent	Deputy Principal P-2  STL&N P-6

<p><b>Actions: Systematic Curriculum Delivery</b></p>			
<p><u>Literacy Block Implementation</u></p> <ul style="list-style-type: none"> <li>- Creating intentional opportunities for students to engage with varieties of texts to enhance their ability to translate learnings into reading and writing.</li> <li>- Students are given structured independent time, as indicated through the literacy block allocation, to enhance their reading and writing capabilities.</li> <li>- Students engaging with the gradual release of daily reading and writing aligning with literacy block expectations.</li> </ul>		<p>Fully implemented by the end of 2019.</p>	<p>Deputy Principal P-2  Deputy Principal 3-6  STL&amp;N P-6</p>

### Future outlook

**2019 - 2022 Strategic Plan**

**2019**

- Input:** Develop, adapt and align Australian Curriculum (AC) to localized contextualized units of work in English, HASS and Science.
- Process:** Implement the school-wide Pedagogical Framework (PF) and annual curriculum alignment of agreed practices.
- Output:** Develop and apply a Professional Development Framework to build capability of teachers and leaders.

**2020**

- Input:** Develop school and align AC to localized contextualized units of work across all learning areas.
- Process:** Create inclusive opportunities for all students through the monitoring and identification of high yield inclusive strategies.
- Output:** Refine developed Connected Curriculum Year 3 units of English, HASS and Science learning areas.

**2021**

- Input:** Embed social developed units of work through coaching and feedback to improve learning practices.
- Process:** Embed inclusive opportunities for all students to reach their potential as successful people, identify and support the students.
- Output:** Refine pedagogical practice around 40% of 21st Century BTAL through IC and QRL in Year 3 and Year 4.

**2022**

- Input:** Continue to embed social developed units and strengthen teaching and feedback practices to build capability.
- Process:** Create the next generation of global citizens and entrepreneurs by continuing to support students inquiry at every level.
- Output:** Refine pedagogical practice around 40% of 21st Century BTAL through IC and QRL in Year 4 and Year 5.

**AIP: Inquiry Teaching & Learning - Inclusion**

- Develop teacher and leader observation and feedback loops with a focus in year levels where Connected Curriculum units are being employed.
- Cohort Leaders provide ongoing monitoring of leveled reading through the GRR.
- Leadership and Cohort Leaders provide ongoing monitoring and feedback on agreed approach to writing.
- Refine collaboratively agreed approach to the teaching of writing with a lens over high achieving writers.
- Identify and continue to develop cohort leaders to provide peer support through the IC and QRR around the whole school agreed approach to writing.
- Early Start and LIT Continuum data to provide early identification of L2B students.
- Research and Evidence Hub continue to provide strategies to a differentiated approach to 'filling our top' students.
- Investigate opportunities to value add to the system with submission of Action Research to Evidence Hub.

**OUR VALUES**

- CRITICAL THINKING
- CREATIVITY
- COLLABORATION
- COMMUNICATION

**OUR STUDENTS**

- Confident
- Motivated
- Resilient
- Entrepreneurial Global Citizens

Assistant Regional Director: [Signature]  
Principal: [Signature]  
P&C President: [Signature]

# 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 2019</b>	Prep Year - Year 6

## Characteristics of the student body

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	592	587	581
Girls	285	290	286
Boys	307	297	295
Indigenous	28	35	34
Enrolment continuity (Feb. – Nov.)	95%	95%	94%

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.

Prep students at Belgian Gardens State School arrive with sound levels of oral language skills which are evidenced through our Pre-condition data. In 2019 the school had a student population of 595 students. Of those, 33 identified as indigenous, 4 as ESL including many students from various cultural backgrounds. The parent community value education and see the educational offerings at Belgian Gardens SS as benefiting to their child's learning needs.

The school offers non-denominational Christian religious education classes, which is in keeping with the values and beliefs of the majority of children who attend the school.

There are high standards of student achievement and behaviour expected and there is very minimal disruption to student learning throughout classrooms.

In 2019, there were no students enrolled in a pre-Prep program.

### Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	23	23	24
Year 4 – Year 6	25	26	25
Year 7 – Year 10			
Year 11 – Year 12			

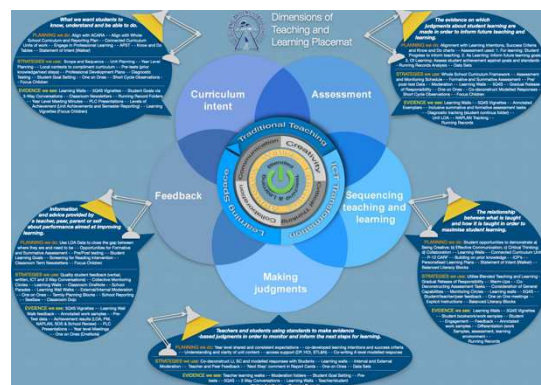
Note:

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 implementation and Delivery

## Our approach to curriculum delivery

At Belgian Gardens State School we have a student centered approach to curriculum delivery (Dimensions of Teaching and Learning) as seen on the right. We focus on students and their successful achievement, starting with where the student is at. It is based on the assumption that effective teachers place the student at the centre of their practice. We focus on ensuring our students are Assessment Literate Learners who know what they are learning, why they are learning it and how they are going in their learning. This is based on the research and methodology of Lyn Sharrett et al.



Learning Walls are a common feature in every classroom and provide students with a go-to place to see where they are currently in their learning journey and what they need to do to improve and achieve success – Assessment Literate Learners.

## Our distinctive curriculum offerings

- Real life environmental education through our Reef Rangers Reef BG live aquarium classroom;
- Learning Camps for Yrs. 5, 6 at which students develop environmental knowledge and leadership skills;
- Arts Extravaganza – a showcase for our Performing Arts programs;
- Learning Connections – a gross motor program for Prep -Yr. 2;
- The explicit teaching of decoding and reading comprehension skills across all year levels;
- The school has moved away from textbooks with educational research supporting this move;
- The school has moved to “practice” based on learning goals, rather than prescribed homework. This is supported by the BGSS school community;
- The school has clear reading and writing benchmarks which ensure outstanding levels of academic achievement are evident throughout the school;

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools’ principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

## Extra-curricular activities

Our students enjoy the multitude of extra-curriculum programs and clubs we have on offer which support the schools teaching and learning focuses and include the following:

Science Club	Gardening Club	Glee Club	BG Rangers	Futsal Club	Art Club
Writers Club	Writers Camp	ATSIAP	Opti-minds	Readers Cup	Robotics Club
Coding Club	Inter-school Sports	Sporting Schools Program	Tennis Club	Townsville Japanese Speaking Competition	Smart Moves
FLEC (Future Leaders Eco-Challenge)	Drama Club	Jnr. & Snr. Choirs	Range of Instrumental Programs	Eisteddfod	Fanfare and Choral Workshops

Along with the above, students are given the opportunity to engage in our Young Leaders Program and become part of our Student Council. These two programs help develop and foster leadership skills and attributes and prepares them to take on future student leadership roles in their next year level or school.

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

Our school currently has a purpose built STEM lab, which can accommodate a whole class of students with each child able to access their own laptop and iDevice. Each classroom has a projector or large LED TV to which are driven by iPads and Laptops to enable student interactivity.

Every teacher has an iPad and laptop.

Three class sets of laptop computers are also utilised in the upper year levels.

One hundred and thirty five iPads have been purchased to support our Digital Technologies curriculum and support our Prep-Year 2 students in developing their general ICT capabilities. Students are also provided with access to assistive technologies when required to support universal access to the curriculum.

## Social climate

### Overview

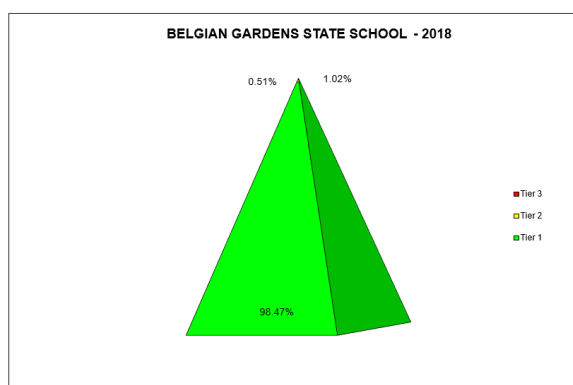
Belgian Gardens State School has a supportive and caring school environment in which students are supported by class teachers who identify their individual needs and plan to provide opportunities where students are challenged.

Our 'Responsible Behaviour Plan for Students' outlines clearly our expectations for conduct at school and provides support and assistance to all children to make positive choices.

The four Rules of BGSS are:

- B**e Respectful
- G**ive your Best
- S**how Responsibility
- S**tay Safe

The school is a Positive Behaviour for Learning School which focuses on reinforcing expected behaviours through positive student feedback and catching students doing the right thing. As seen above, through our use of data and ability to provide students with targeted wellbeing lessons every week, the students create a very positive and happy school atmosphere.



The school also takes pride in acknowledging exemplary work and behaviour on school parades, where parents are encouraged to come and share in the celebrations.

Students are also recognised through our silver and gold certificate parades which culminate to an end of year parade where exemplary behaviour is recognised through the presentation of a gold seahorse badge. Many students view the badges as badges of honour and wear them on their hats with pride.

### 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:	2017	2018	2019
• their child is getting a good education at school (S2016)	93%	93%	92%
• this is a good school (S2035)	96%	95%	93%
• their child likes being at this school* (S2001)	97%	95%	94%
• their child feels safe at this school* (S2002)	94%	95%	96%
• their child's learning needs are being met at this school* (S2003)	92%	91%	89%
• their child is making good progress at this school* (S2004)	92%	93%	90%
• teachers at this school expect their child to do his or her best* (S2005)	96%	97%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	95%	93%



Percentage of parents/caregivers who agree# that:	2017	2018	2019
• teachers at this school motivate their child to learn* (S2007)	90%	95%	94%
• teachers at this school treat students fairly* (S2008)	96%	93%	91%
• they can talk to their child's teachers about their concerns* (S2009)	94%	98%	96%
• this school works with them to support their child's learning* (S2010)	94%	95%	87%
• this school takes parents' opinions seriously* (S2011)	94%	88%	81%
• student behaviour is well managed at this school* (S2012)	93%	93%	89%
• this school looks for ways to improve* (S2013)	97%	89%	92%
• this school is well maintained* (S2014)	97%	93%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	100%	97%	99%
• they like being at their school* (S2036)	96%	93%	97%
• they feel safe at their school* (S2037)	99%	95%	99%
• their teachers motivate them to learn* (S2038)	98%	95%	100%
• their teachers expect them to do their best* (S2039)	100%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	95%	99%
• teachers treat students fairly at their school* (S2041)	94%	90%	91%
• they can talk to their teachers about their concerns* (S2042)	87%	86%	99%
• their school takes students' opinions seriously* (S2043)	87%	90%	93%
• student behaviour is well managed at their school* (S2044)	89%	89%	91%
• their school looks for ways to improve* (S2045)	98%	97%	100%
• their school is well maintained* (S2046)	97%	95%	99%
• their school gives them opportunities to do interesting things* (S2047)	98%	95%	97%

\* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	91%	97%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	97%	97%
• they receive useful feedback about their work at their school (S2071)	94%	78%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	91%	92%
• students are encouraged to do their best at their school (S2072)	100%	97%	100%
• students are treated fairly at their school (S2073)	100%	97%	93%

Percentage of school staff who agree# that:	2017	2018	2019
• student behaviour is well managed at their school (S2074)	94%	91%	90%
• staff are well supported at their school (S2075)	89%	91%	80%
• their school takes staff opinions seriously (S2076)	89%	87%	80%
• their school looks for ways to improve (S2077)	97%	97%	100%
• their school is well maintained (S2078)	83%	88%	97%
• their school gives them opportunities to do interesting things (S2079)	91%	97%	97%

\* 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

Parents can become involved in their child's education in many ways through our school and P&C.

Parents are encouraged to volunteer any amount of time that they can manage and we appreciate and value whatever they can give. We believe that when you support the P&C, not only will you be supporting the school community, but you will be supported by the school community. Our P&C recently won the Queensland P&C of the Year in 2019.

Volunteer Induction mornings are held every term for parents who wish to volunteer in any capacity at our school. The induction includes mandatory Student Protection Training, Right to Information, WPHS, and Code of Conduct.

2019 also saw the continuation of our Parent Café an opportunity each term for parents to get together to talk about educational issues, initiatives and research.

To foster parent engagement the school also conducts the following below:

Term Classroom Newsletters	Fortnightly school newsletters	Fortnightly parades	Special celebration parades
Classroom open days	Prep induction days	Grandparents Day	Facebook Page

## Respectful relationships education programs

The school prides itself on its safe and inclusive environment it provides its students, staff and parents.

Belgian Gardens State School employs a wellbeing teacher who focuses explicitly on student wellbeing and positive behaviour. Weekly wellbeing lessons are developed and taught explicitly by teachers and our wellbeing teacher in class and year level group sessions in our schools hall.

Weekly administrative meetings use data to target behaviour trends that appear via teacher recorded minor and major incidents allowing for an agile response to spikes in certain behaviours. A restorative justice approach is utilised in responding to incidents that arise at school and parents are kept abreast of student behaviours through letters sent home if their child is involved in an incident.

The school exercises a zero-tolerance on student bullying and parents are encouraged to approach their teacher and/or administration with any concerns they have in the first instance.

The school has partnered with Queensland Police Service and has an active Adopt-a-Cop Constable who routinely visits the school and interacts with our students to foster positive relationships.

The school offers non-denominational Christian religious education classes, which is in keeping with the values and beliefs of the majority of children who attend the school.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	13	18	8
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

There have been significant processes placed in the school to reduce costs and promote sustainability.

'Water wise' is embedded into the curriculum with students actively working together to reduce our carbon footprint.

The school's fortnightly newsletter is emailed to subscribers who register and this has led to a reduction of paper copies distributed home by 100%.

The school also participates in a number of environmental initiatives to reduce our footprint. Nude food days, Emu Walks, Battery recycling, compost and a very active paper recycling program are just a few programs we use to raise our students awareness about our fragile environment.

Teachers ensure that all electrical equipment (especially computers) are turned off at the wall at the end of each day to reduce electrical costs.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	300,855	228,149	241,912
Water (kL)	8,452	13,418	15,600

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

#### 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.

The image shows a search interface with a search bar containing the text 'Search by school name or suburb'. To the right of the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. A magnifying glass icon is located to the right of the 'State' dropdown menu.

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.



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	49	21	<5
Full-time equivalents	41	14	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- [https://cdn.qct.edu.au/pdf/Policy\\_Teacher\\_registration\\_eligibility\\_requirements](https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements)
- <https://www.qct.edu.au/registration/qualifications>

### Professional development

#### Teacher participation in professional development

The total funds expended on teacher professional development in 2019 were \$55,000.

The major professional development initiatives are as follows:

- Lyn Sharrat – Putting Faces on the Data
- Instructional Coaching – Collaborative Inquiry

- Assessment Literate Learners
- Walker Learning Approach
- STEM Punks
- Kerry Spina – Staff Wellbeing
- Adam Fraser – The Third Space
- Quality Teaching and Learning
- Beginning Teachers Network
- Cross School Moderation
- Professional Learning Communities (Principal, Deputy Principal, HOC, HOSES)

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	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

### 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 2019.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	91%	90%	88%

\* 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	2017	2018	2019
Prep	93%	96%	94%
Year 1	94%	93%	95%
Year 2	94%	93%	93%
Year 3	95%	94%	95%
Year 4	93%	93%	93%
Year 5	94%	92%	93%
Year 6	94%	95%	93%

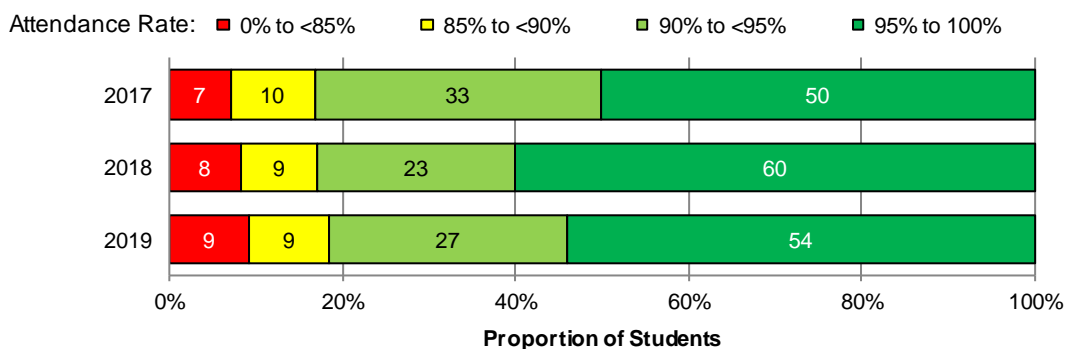
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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

At Belgian Gardens State School, rolls are marked twice a day and the office ensures that the parents of students who have been away for more than three days are contacted.

Belgian Gardens State School follows the enforcement of compulsory schooling and compulsory participation provisions. Parents are informed at their Enrolment Interview that students are expected to attend school every school day and the school must be formally notified of a student's absence by note or telephone by the day after the absence.

The school utilises a SMS system that automatically notifies parents of any student absence that has not been explained by the parent or carer.

Every Moment Counts Strategy:

- We encourage all parents to plan to have their children at school, ready to engage in learning by 8.45am as school commences at 8.50am;
- Books on Blankets starts at 8.00am where parents and students are welcome to attend school early and read quietly until the 8.20am play bell rings;
- QSchools Push Notifications;
- We promote this through induction sessions, website, newsletters and parade messages that every day counts.

## 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.

A dark red search bar with a light grey background. It contains a text input field with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned at the far right end of the bar.

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.