



# Dagun State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*  
State Schools Strategy  
Department of Education

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## From the Principal

Welcome to Dagon State School, where we aspire to high expectations for learning, behaviour and school pride. We proudly present our Annual Report which provides a summary of our school year during 2018 in terms of our achievements, school culture and environment, and our future priorities.

By way of background, Dagon is a small school with a progressive, child-centred philosophy. Staff are committed to providing a nurturing environment where students are encouraged to achieve their best learning and where staff support every child to succeed. This report will highlight our achievements in helping students to grow, develop and perform to the best of their abilities. Having no room for complacency, our staff have engaged in professional learning to review and update knowledge, skills and delivery of teaching and learning practices to optimise student learning. At Dagon, we firmly believe in establishing solid foundations in literacy and numeracy skills which promotes successful life-long learning. Our practices reflect our motto: 'Strive for Excellence'.

As well, this report will reaffirm Dagon School's commitment to its long and cherished history since 1924, as an integral part of a very supportive school and local community. We regard education as multi-faceted, involving parents, staff, community and children. We foster and celebrate strong partnerships to promote a safe, challenging learning environment – a setting that not only achieves academic results, but prepares our students for their future. In 2018, our school embraced some new challenges and worked successfully towards achieving its school improvement priorities.

## School Overview

Dagun State School is a small school situated twenty minutes south of Gympie. Year levels range from Prep to Year 6 and are staffed by a Teaching Principal (Years 3 to 6) and a classroom teacher (Prep to Year 2). Students are also supported by 3 full time teacher aides and 2 part-time administrative officers. School based staff are joined by visiting specialists for Learning Support, LOTE, Music and Physical Education. Teachers offer a challenging and balanced curriculum to empower students with the necessary thinking skills and self-esteem for future success.

Dagun is supported by a strong Parent and Community Association to provide a range of inclusive extra-curricular learning opportunities. Whilst our small school environment enables an holistic approach where teaching and learning encompass student social and emotional development, literacy and numeracy are central to curriculum planning. Our co-educational school provides a safe, tolerant and disciplined multi-age setting which values individual qualities and provides personalised programs, preparing active and reflective citizens who are inspired towards lifelong learning. Students are encouraged to work at their personal level, and strive to improve their own achievement standards, not necessarily year level.

## School progress towards its goals in 2018

2018 was an exciting year at Dagun School. Our Day 8 student enrolments remained steady at 32. From informal surveys, our new families were seeking a nurturing learning environment for their children. Our school community continued to flourish as a two-teacher school and we were able to achieve a very successful year.

Staff focused on tailoring individual teaching and learning programs to meet our high learning standards. We continued to provide a high ratio of adults to students in a multi-age setting and continued to maintain our caring environment.

Students in the Prep-2 class were provided with an engaging, hands-on beginning program to ensure their critical groundwork was comprehensive and that students had the best possible foundation for their future learning. Students in Years 3-6 consolidated their learning through differentiated learning programs and individual goals. The multi-age setting provided an excellent environment for social, emotional and academic development. Staff collaboration with Guidance Officer, Speech Pathologist, Learning Support teachers, Advisory teachers, parents and staff enabled sound support structures for students needs.

Reading continued to be a school focus. All teachers and teacher aides engaged with and implemented early intervention, reading strategies and daily targeted reading. Collaboratively, staff implemented these programs across the whole school and were motivated by data from internal tracking and monitoring of student progress, and excited by the excellent student achievements.

Our P & C committee enthusiastically undertook several fundraising initiatives, including the Gympie Show tender. With funds raised, they supported every child in years 5 and 6 to participate in an excursion to Canberra. Other extra-curricular initiatives included Hot Shot tennis lessons and beach awareness (Qld Surf Lifesavers) and learn to swim lessons.

Our greatest highlight for 2018 was the start of our new life-skills kitchen and the commencement of Dagun's Kitchen Garden program, based on the philosophy of Stephanie Alexander Pleasurable Food Education. All children embraced the challenge of learning new culinary skills to prepare lunches for our whole school each week. Produce harvested from the garden was used in the food preparation. As well, students learned skills for handling garden tools safely and for planting and growing vegetables.

Our strong commitment to community was rewarded again this year with excellent results in the Mary Valley Bush Poetry competition and participation in Anzac Day ceremonies and activities. Our end of year presentation night was very entertaining as students performed a musical for friends and families. We again farwelled students who had attended Dagun from Prep - Year 6.

Whilst 2018 was a very busy year, our staff morale, parent and student satisfaction with Dagun School continued to be high according to school opinion surveys. This data provided excellent feedback to our

school community, that staff efforts were not only valued, but that staff provided an excellent learning environment for our students. In 2018 our staff and community worked tirelessly to ensure a very successful year for student learning.

## Future Outlook

The future for Dagon School looks to be one of growth. Our key priority is to continue to maintain high literacy and numeracy outcomes for students and to focus our improvement agenda on writing. We will continue to embed and refine our good practices and routines for the delivery of reading in 2019, and undertake targeted professional development and review best practice for the teaching and learning of writing.

Staff will collaborate with the Regional small schools cluster in the development of multi-age units of work in English and in the moderation of student assessments in Mathematics. Through moderation of student work standards, we will enhance student learning outcomes and build capability of teacher skills and knowledge.

In 2019 we will continue to develop and consolidate our Kitchen Garden program, utilising both Life-skills kitchen area and the vegetable, edible native and other gardens. Students will engage in projects and activities to develop the facilities in the vegetable garden and school grounds. Children will learn about sustainable growth of healthy foods and skills to prepare meals to share.

Our goal for 2019 is to continue collegial sharing with other schools. We will strengthen ties with Mary Valley and Gympie schools through shared participation in extra-curricular activities such as leadership, robotics, drones, athletics, sports, bush poetry, essay competitions and swimming. Dagon School will continue to grow relations with community members and local businesses who support our endeavours in many ways.

Staff will keep abreast of new curriculum initiatives, especially as the Australian Curriculum continues to be implemented in full by 2020. Dagon School has implemented Australian Curriculum Maths, English, Science, History and Geography and will consolidate these and review processes for the introduction of Technologies in 2019. Staff will engage in professional development to ensure teaching practices are continually reviewed and refined to provide the best possible delivery of learning outcomes.

Long term, our school community is looking at ways to relocate, then transform the existing car park to incorporate the edible garden and allow development of creative spaces for play. This will also provide safer pedestrian access for students and parents.

The future for Dagon School looks very positive. With our proactive endeavours towards achieving high standards of curriculum delivery and learning for students in our small school, we will continue to provide a safe, nurturing environment in which our students can learn and prosper.

## 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	46	35	32
Girls	24	17	13
Boys	22	18	19
Indigenous	10	10	6
Enrolment continuity (Feb. – Nov.)	93%	83%	72%

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

Approximately 47% of students attending Dagon School come from within catchment area. The remaining 53% travel from Gympie and surrounds, from outside of catchment area. Students with disabilities comprise 10% of enrolments. Most students travel by car to access the many benefits of our small school learning environment.

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

AVERAGE CLASS SIZES			
Phase of schooling	2016	2017	2018
Prep – Year 2	19	14	16
Year 3 – Year 6	27	21	16

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

At Dagon School our key objective is to nurture the whole child by providing a safe and inclusive learning environment and by providing differentiated curriculum tailored for individual learning. Our small, multi-age learning environment enables excellent flexibility to cater for individual student needs.

Curriculum for years Prep to 6 has a primary focus on achieving high levels of literacy and numeracy, delivered through Australian Curriculum subjects. The distinctive features within our programs are:-

- Very strong focus on Early years - Prep to Year 2 students. Our school structure ensures students in these formative years get the best possible individual attention to achieve foundational knowledge and skills on which they build success with future learning;
- Individualised learning plans to maximise the talents and future opportunities for our students;
- Flexible ability groups;
- Deep knowledge and understanding of every student – to closely track academic progress and employ social and emotional strategies to stimulate, challenge and extend students;
- Excellent teacher-to-student ratio (5 full time adults to 32 students);
- Dagon School is a Positive Behaviour School. Proactive behaviour management plan focuses on encouraging children to take responsibility for making positive personal behaviour choices and become responsible citizens. Dagon School does not tolerate bullying.

Specialist Teachers provide additional lessons in: German, Music and Physical Education. Our Learning Support team conducts an intervention program for students with learning difficulties and students with disabilities. Student needs are catered for in main stream classroom activities by adjusting individual programs to higher and lower achievers by providing opportunities to ensure access curriculum. Teachers offer a challenging and balanced curriculum to empower students with the necessary thinking skills and self-esteem for future success.

### Co-Curricular Activities:

- Mary Valley interschool athletics and swimming
- Mary Valley interschool Bush Poetry competition
- Gympie District sports, athletics, and swimming
- Shire events and local shows (Gympie and Mary Valley Show)
- Kitchen Garden Program (growing vegetables, preparing and cooking healthy foods)
- Academic competitions (external, National)
- Voices on the Coast
- Expert visitors (Music, S.E.A.T., Pet Prep, Craft, Cleanaway)
- Robotics
- Tennis lessons
- IMPACT (School of Distance Education program)
- Learning Excursions

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

Dagun School currently boasts 14 student PCs and 15 laptops, an excellent ratio of students per computer. All PCs and laptops are connected through both Wifi and ether chord to the internet and school network so students can store and retrieve documents from any station. Maths and literacy are enhanced with online programs and other software made available through our school network so that all children can access learning programs and engage in structured, well-managed computer based learning.

Interactive whiteboard and televisions, digital still and video cameras, MP3 players and iPads are also integral tools in delivering learning in our classrooms. These ICTs enhance student learning by developing skills and enabling:

- Research, communications and emailing.
- Development of keyboarding and word processing skills for presentation and publishing work through: Typequick, Microsoft Office, Power Point, Excel and Paint.
- Reinforcement of literacy and numeracy skills through specific online software programs including: Starfall, Maths Made Easy, Maths Builder, Sound Waves, online e-books and targeted on-line learning programs such as IMPACT (School of Distance Education).
- Enhancement and stimulation of learning for special needs and gifted children
- Operation of library software program, Oliver
- Development of camera skills, digital and graphic skills

Teachers use laptops to prepare work, lesson tasks and assessment tasks for delivery of learning. The laptops are networked and have wireless capability to increase portability and access to both internet and the school network.

## Social Climate

### Overview

Situated 10 minutes south of Gympie on the Mary Valley Road, Dagun School embraces an enthusiastic, close-knit community spirit. Being a small rural environment, Dagun has a supportive culture which extends to all parents, staff and community. Our school has a long history of working closely with the Dagun Community Group, local businesses and the Mary Valley Lions Club who all support the school in many ways, including fundraising activities, volunteer reading, working bees and public speaking competitions.

Given our small school environment, teachers and staff have regular informal conversations with parents as well as parent/teacher interviews which ensures parents are well informed. Indeed, according to our School Opinion Survey, 100% of parents feel they can talk to their child's teacher about their concerns. 100% of parents feel Dagun school staff work with them to support their child's learning. Staff have a rich understanding of every child's progress and can tailor their learning through individual programs. Staff provide students with emotional support and encouragement on a daily basis, and more specifically when family circumstances require.

One of the greatest advantages of our small school is the excellent environment in which our students learn and develop respectful and caring interpersonal communication skills. Student learning is enhanced by increasing awareness of their personal learning strengths and weaknesses and taking responsibility to develop these. Dagun State School has a 'family' atmosphere where older students show caring support for younger students. Students socialise across all age groups. Buddy systems work well at Dagun. At our school we recognise that we support others when we take time to consider the needs and motivations of others – to help, encourage and co-operate. As a consequence, peer pressure and bullying are minimised. Our School Opinion Surveys reflect consistently high parental, student and staff satisfaction and pride in our School, which contributes to a very positive foundation for a vibrant learning environment.

## 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)	92%	100%	100%
• this is a good school (S2035)	92%	89%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	92%	100%	100%
• their child is making good progress at this school* (S2004)	92%	89%	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)	92%	100%	92%
• teachers at this school motivate their child to learn* (S2007)	92%	100%	100%
• teachers at this school treat students fairly* (S2008)	92%	89%	100%
• they can talk to their child's teachers about their concerns* (S2009)	92%	89%	100%
• this school works with them to support their child's learning* (S2010)	92%	100%	100%
• this school takes parents' opinions seriously* (S2011)	92%	89%	100%
• student behaviour is well managed at this school* (S2012)	100%	89%	92%
• this school looks for ways to improve* (S2013)	100%	100%	91%
• this school is well maintained* (S2014)	92%	89%	100%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

\* Nationally agreed student and parent/caregiver items.

DW = Data withheld to ensure confidentiality.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

## Parent and community engagement

School Opinion Surveys of students and parents attest to the socially just and welcoming climate of our school. Even with continued increased numbers of families and enrolments, our survey results continue to be high.

- 100% of our parents are satisfied that their child is getting a good education at school.
- 100% of our parents are satisfied that teachers at this school expect his/her child to do their best.
- 100% of parents are satisfied that their child feels safe at this school.

Whilst the School Opinion Survey results in the tables above are good, our school is not complacent and endeavours to provide the best possible teaching and learning outcomes for our students. We continually strive for excellence.

At Dagon School we use a consultative process when making decisions to allow adjustments to assist students with diverse needs to access and participate fully at school.

## Respectful relationships education programs

Dagon school implements a program that focuses on appropriate, respectful and healthy relationships. The Respectful Relationships Education program in Dagon is a primary prevention program focused on influencing behavioural change - particularly personal safety and awareness, including preventing, identifying and responding to domestic and family violence and abuse, increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they are unsafe.

This is achieved by challenging attitudes about violence and gender construction known to lead to violence while also supporting students to develop pro-social behaviours that lead to equitable and respectful relationships. A strengths-based approach underpins the development of respectful relationships knowledge and skills.

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

- Improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- Less disruptive classroom behaviour, aggression, bullying and delinquent acts

- Reduced emotional distress such as depression, stress or social withdrawal.

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

SCHOOL DISCIPLINARY ABSENCES			
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 the school's environmental footprint

In 2018 Dagun School continued daily practices and routines that reduce its environmental footprint. Our solar panels on the library roof generate electricity which feeds back into the state grid over the year and significantly reduced our electricity costs. Lights, fans and air conditioners are used wisely and are turned off when classrooms are not in use.

Staff and students adopt a range of initiatives and practices in an effort to reduce energy use and recycle products, including for art and craft. Teaching and learning will continue to include sustainable practices: growing fruit and vegetables in the outdoor learning area, composting lunch scraps, recycling paper and mulching garden beds to conserve water. Students participated in classroom activities with Cleanaway and other groups to develop awareness of ways to refuse, reuse, reduce, and recycle and be more sustainable both at school and at home.

Our School relies solely on rain water and bore water. Rain water is connected to all buildings for drinking, cooking and everyday purposes and the school has plenty of stored rain water. Our amenities block and vegetable garden is connected to bore water.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	15,819	24,587	10,025
Water (kL)	Rain & bore water	Rain & bore water	Rain & bore water

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, 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	5	6	<5
Full-time equivalents	2	3	<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	
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	
Certificate	

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

## Professional Development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were approximately \$12,000. The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

The major professional development initiatives are as follows:

- ❖ Stephanie Alexander Foundation workshop
- ❖ Small School Principals cluster meetings
- ❖ Pre and Post Moderation with teaching peers to improve and align student achievements
- ❖ Building teacher expertise in explicit teaching of reading, particularly using Gradual Release Model
- ❖ Consolidating observation and feedback culture aligned to the Art and Science of Teaching (Marzano)
- ❖ One School training (Finance)training
- ❖ Literacy and Numeracy – small schools cluster - development of multi-age units of work.
- ❖ ICTs – online, professional reading, peer sharing
- ❖ Education Queensland mandatory updates:
  - Child Protection & Code of Conduct & Ethics Awareness
  - Asbestos Management Procedures
  - Rights to information
  - Information Privacy Act
  - Staff internet Usage/Email Protocol
  - Workplace Health and Safety
  - Emergency Evacuation Procedures
  - Variation of School Routine
  - Curriculum Risk Assessment training

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

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

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

From the end of the previous school year, 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	92%	93%	88%
Attendance rate for Indigenous** students at this school	95%	94%	86%

\* 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

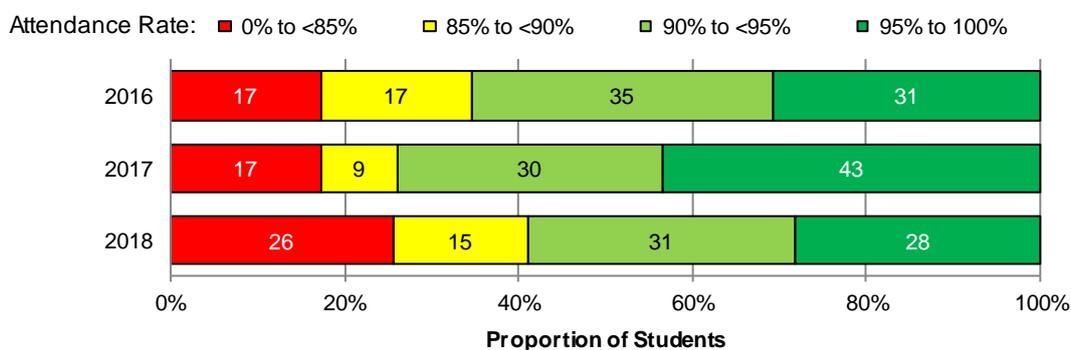
Year level	2016	2017	2018
Prep	92%	90%	78%
Year 1	90%	93%	80%
Year 2	94%	93%	89%
Year 3	92%	94%	92%
Year 4	92%	92%	92%
Year 5	91%	94%	87%
Year 6	90%	93%	95%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

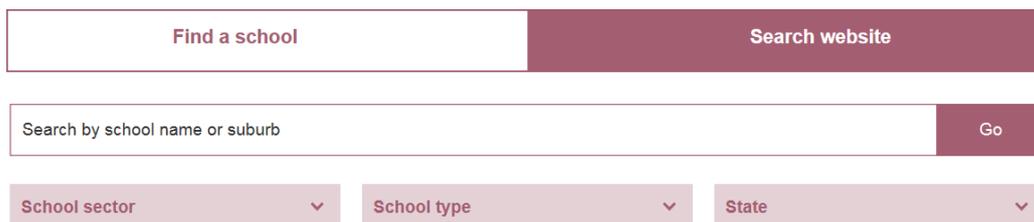
Dagun School supports DET's the "Every Day Counts" policy to promote consistent learning routines. Rolls are marked twice daily. If parents do not call to explain a child's absence, the School will telephone home by 10.00 a.m. on the morning of absence to seek clarification of a child's absence and ensure support if required.

## 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.