Gatton State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

Gatton State School caters for male and female students from Prep to year 6. The school enrolment is approximately 500 students.

The school draws its enrolment from the town of Gatton plus other Lockyer Valley towns or rural residences. Due to the school's proximity to the Gatton Campus of the University of Queensland plus our location in the Lockyer Valley.

The school caters for the needs of many families from language backgrounds other than English. These students make up nearly 19% of the school's enrolment. Additionally, other inclusive features of our school is the Special Education Program and an Early Childhood Development Program for children with disabilities who have not yet reached primary school age. These programs support 12% of our students. The school also has an Indigenous population of approximately 10%.

There is a genuine commitment between staff, students, student families and the community to promote learning success. Inclusivity is demonstrated by GSS's approach to transition focuses on the needs of students and their families. The wider community choose enrolment at Gatton SS. Currently 42% per cent of students with disability enrolments are from outside the catchment. GSS established the Lockyer Valley Early Childhood Network to assist families before they begin formal schooling. Throughout the year, we actively engage with ECEC services.

School progress towards its goals in 2018

Improvement Priority 1. Curriculum and pedagogy

- *STEM Gifted and Talented Program* supports identified Year 4 to 6 students collaborating on authentic problem-based projects that involve content from across the STEM learning areas. ✓
- *Entrepreneurs of Tomorrow* sees Year 6 students collaborate to design, prototype and market an initiative that solves a problem in their home or community. ET involves the teaching and assessment of content from the Design Technologies, Digital Technologies and English learning areas. ✓
- Ensure consistent and timely moderation processes occur. School and cluster moderation process agreed to ✓
- Increase in student mathematics and digital technologies outcomes. ✓
- Increase in student and teacher engagement. ✓
- Regional and State success in coding/robotics. ✓
- Develop and document the School Professional Learning Plan ✓

Improvement Priority 2. Community Engagement

- Creative ways to engage parents in school activities is a monthly topic on P&C agenda and acted upon *Ongoing*
- Early years Partnerships – Lockyer Valley Early Years Network meets once per term
- School STEM champion supported ✓
- Measure effectiveness and ensure suitability of key endeavours. ✓
- Improved absence follow-up, including SMS absence alert ✓

Improvement Priority 3. Leadership and Capability Development

- Provide opportunities for staff leadership of initiatives in the areas of coding and robotics ✓
- Years Prep to Year 6 teachers and their classes receive coding and robotic lessons. ✓

Improvement Priority 4. School Improvement Process

- A culture and ethic of inclusion is evident. ✓
- GSS's approach to transition focuses on the needs of students and their families. ✓
- Review Responsible Behaviour Plan for Students *Ongoing*
- Review Positive Behaviour for Learning Plan *Ongoing*

Future outlook

Improvement Priority 1. Curriculum and pedagogy

Target

- ❖ 80% students receive a C or better on their report card in English and Mathematics
- ❖ 95% Year 3 and 5 assesses students reach NMS in Naplan reading and numeracy

Strategy: The current improvement agenda of reading is sharp, narrow and deeply focused with achievable and measurable targets, timelines and resourcing.

- PD provided by Reading Centre, DPs and STLaNs in instructional routine; supported by classroom observation and feedback on teacher implementation.
- PD provided - emphasis on reading
- Evidence-based teaching strategies of explicit instruction are continuing to be imbedded to ensure consistent schoolwide pedagogical practices are enacted.
- Focus on student outcomes will build on the success of low banded student improvement to support students in the middle and upper bands

Strategy: Inclusive practices across the school are continuing to be built upon and enhanced by ensuring planned and documented differentiation is being implemented at the classroom level and student progress is monitored.

- Effects of inclusive practices and adjustments reviewed via data analysis (putting faces to the data).
- Data analysis will include using data wall.

Strategy: Develop and document the School Professional Learning Plan

Formal and systematic programs of professional conversations, classroom observation and feedback with teachers by coaches and the leadership team are developed.

- Continue Pedagogical Framework review

Strategy: Ensure consistent and timely Moderation processes occur

- School and cluster moderation in English Term 3

Improvement Priority 2. Community Engagement

Targets

SOS question "The school encourages me to participate in school activities" increases from 83% to 93%; SOS data remains green and all questions within 90%+ range

Strategy:

- Improved absence follow-up, including SMS absence alert
- Family Liaison and teachers follow up student absences.
- Engagement with ECEC services, local support groups and specialists
- Communities of Practice – partnerships with regional staff and other DDSW primary schools

Improvement Priority 3. Leadership and Capability Development

Targets

100% of teachers co-teach lessons with specialist teacher of coding and robotics

Strategy: Provide opportunities for staff leadership of initiatives in the areas of coding and robotics

All class teachers and their classes receive coding and robotic lessons.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6
Student enrolments	520

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	491	506	529
Girls	216	234	260
Boys	275	272	269
Indigenous	58	59	56
Enrolment continuity (Feb. – Nov.)	93%	92%	90%

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 an additional 12 students enrolled in an Early Childhood Development Program.

Characteristics of the student body

Overview

Our school supports students from non-English speaking backgrounds. These students account for 19% of the school population. An English as an Additional Language (EALD) teacher visits the school two days per week.

The school has an Indigenous population of 10%. In addition to indigenous perspectives being embedded in our core curriculum, indigenous students are provided with additional teacher aide support to assist in closing the educational gap in literacy and numeracy between Indigenous and non-indigenous students.

Our school is recognised for its excellent special education programs which support students in a prior to prep program and across Prep to Year 6 primary classes. With a focus on high quality inclusive practice, we offer an array of programs from those delivered in specialist small group environments through to inclusion in mainstream classes, with negotiated levels of support. Special education enrolments have increased significantly over recent years and represent 12% of our total school enrolment.

Gifted and talented programs are available in years 3 to 6. Coding and robotics is taught throughout the school.

Average class size

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	19	18
Year 4 – Year 6	22	28	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.

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Curriculum delivery

Our approach to curriculum delivery

- The school offers **MUSIC AND INSTRUMENTAL PROGRAMS**. The music program includes school choirs, a signing choir, a detailed classroom music program and an instrumental music program coordinated by visiting specialist teachers. A highlight on our school calendar is the annual Gatton's Got Talent which enables students to demonstrate their diverse skills in this area.

- The **PHYSICAL EDUCATION PROGRAM** includes a wonderful swimming program, athletics in term 2, cross country, camps for Years 5 and 6 students and interschool sport between local schools in and around Gatton. The annual Fun Run is used to raise funds for small targeted projects within the school. Staff provide additional training to students selected to represent their school in a number of sports.

- **EALD (English as an Additional Language or Dialect) Program** – EALD students comprise 19% of the school's enrolment. In order to support the students, the school has an EALD Teacher who visits from Toowoomba for 3 days each week. The school also employs teacher aides to work specifically with these students under the direction of the EALD Teacher.

- **LLI (Levelled Literacy Program)** through small student groups has shown tremendous improvement in student literacy. This program is provided to support the full array of student abilities across the whole school.

- **Oral Language Programs** (Oracy, PMAPS, Read it Again) – the school has funded an additional day of speech therapy time per week to screen students and provide input into program implementation and monitoring with a focus on our early years.

- **Age Appropriate Pedagogies –** designing learning experiences in prep – 2 using a variety of methods to engage young students and provide opportunities for student voices to be heard in lesson design

- **Explicit Instruction –** Providing targeted and explicit lessons to teach key concepts efficiently and well

- The school offered a **HRE (Human Relationship Education) Puberty program** for students in Year 6. This program has operated for many years and has been extremely well received by students and their families.

Co-curricular Activities

The school offers numerous extra curricula activities to support the learning needs of our students. There are too many to list them all but some include:

- Student Council - **THE STUDENT COUNCIL** is comprised of representatives from all classes in Years 4-6 as well as the school captains and vice captains. The Student Council provides student perspectives into the operation of the school, assists in funding special projects within the school and makes donations to charities.
- Student leadership positions – school captains, house captains, music captains, library monitors
- *STEM Gifted and Talented Program* supports identified Year 4 to 6 students collaborating on authentic problem-based projects that involve content from across the STEM learning areas.
- A variety of activities are conducted, including the annual academic awards ceremony, art and craft, robotics workshops, state-wide and national competitions
- *Entrepreneurs of Tomorrow* sees Year 6 students collaborate to design, prototype and market an initiative that solves a problem in their home or community. ET involves the teaching and assessment of content from the Design Technologies, Digital Technologies and English learning areas.

- An organised lunch-time sports program linked to our interhouse and interschool sports program
- 100km Club offering fitness and community engagement as parents and children start the day with a run
- Adopt-a-cop program, annual paramedic and fire brigade visits
- Environmental projects – recycling, establishing vegetable gardens, reforestation
- Some week-end sport involvement with local clubs
- Chaplaincy program

How Information and Communication Technologies are used to Assist Learning

The use of Information Communication Technology is integral to all learning at Gatton State School. We have three computer labs as well as computers and data projectors in each classroom. Year 5 and 6 classes have a set of laptops to share between a pair of classes. All other classes have access to sets of 10 iPads with a gradual increase in the number of iPads each year.

All teachers have received a laptop computer for personal use as part of the Computers for Teachers (C4T) program. Combined with professional development, this has greatly enhanced teacher skills and pedagogy.

Teachers are committed to improving the integration of ICT across all areas of the curriculum. Examples include:

- Using online computer environments such as blogs, web quests, Lego Robotics, study ladder, emails and internet to enhance curriculum units
- Using educational software to enhance learning presentations across the curriculum
- Use of digital technologies to assist student learning through the use of devices such as iPads, laptops, multimedia devices, interactive whiteboards and digital projectors
- SALDA - Providing alternative means for students to demonstrate their learning beyond the traditional pencil and paper

Social Climate

Overview

The school has adopted the **Positive Behaviour for Learning Program** (PBL) as part of **our *Responsible Behaviour Plan***, and the document outlines how the school manages student behaviour including bullying. Our school community works hard to support the process of implementing the PBL program.

PBL team meetings are held fortnightly and broader committee meetings monthly. The Gatton focus is the three "B's" (Be Safe, Be Respectful, Be Responsible) and these are displayed and explicitly taught and referred to throughout the year. At Gatton State School, we aim for all children in the class to engage in learning and for all children in the playground to feel safe. We believe the individual circumstances of children need to be considered when planning for their learning. Parent and family contribution to our PBL program is a vital contributor to its success.

Differentiation is an essential component in successful learning and occurs in every classroom, every lesson and every day. It caters for all learners, providing intervention, consolidation and extension through a variety of class and school programs.

Parents and community also play an important role within the school life. Community plays a very active role in our very special yearly ANZAC Ceremony, Harmony Day, NAIDOC week and other important days throughout the school year. An active P&C Association provides support to the principal and raises funds to support the school. Parents are encouraged to be participants in their child's education. A three days a week School Chaplain works to provide pastoral care and supportive strategies that enhance the social and emotional wellbeing of our children.

The school uses a variety of other mechanisms to provide a supportive school environment, including: Annual Bookweek parade and events.

- NAIDOC (National Aboriginal and Islander Day of Celebration) activities for all students
- Harmony Day Celebrations
- School Chaplaincy – the school chaplaincy program operates for three days per week, offering various programs throughout the year

- Student Council
- Student leadership – school captains, house sporting captains, music captains, library monitors
- Organised lunch-time sports program and activities
- 100km Club
- Adopt-a-Cop Program
- Ambulance officer visits for students – first aid
- Fire Brigade visits for students
- Police visits for students
- Adult volunteers
- School newsletter goes home each fortnight
- Digital engagement with families through our website, Facebook page, SMS alerts and QParents app

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)	94%	75%	95%
• this is a good school (S2035)	94%	85%	95%
• their child likes being at this school* (S2001)	94%	100%	90%
• their child feels safe at this school* (S2002)	94%	90%	85%
• their child's learning needs are being met at this school* (S2003)	94%	80%	90%
• their child is making good progress at this school* (S2004)	94%	80%	90%
• teachers at this school expect their child to do his or her best* (S2005)	94%	95%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	80%	90%
• teachers at this school motivate their child to learn* (S2007)	94%	85%	90%
• teachers at this school treat students fairly* (S2008)	100%	90%	90%
• they can talk to their child's teachers about their concerns* (S2009)	94%	90%	95%
• this school works with them to support their child's learning* (S2010)	94%	80%	90%
• this school takes parents' opinions seriously* (S2011)	94%	90%	95%
• student behaviour is well managed at this school* (S2012)	94%	80%	95%
• this school looks for ways to improve* (S2013)	100%	80%	90%
• this school is well maintained* (S2014)	94%	75%	80%

* 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)	96%	96%	94%
• they like being at their school* (S2036)	87%	94%	89%
• they feel safe at their school* (S2037)	87%	94%	84%
• their teachers motivate them to learn* (S2038)	96%	98%	95%
• their teachers expect them to do their best* (S2039)	98%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	94%	95%
• teachers treat students fairly at their school* (S2041)	85%	92%	88%
• they can talk to their teachers about their concerns* (S2042)	84%	91%	90%
• their school takes students' opinions seriously* (S2043)	79%	89%	81%
• student behaviour is well managed at their school* (S2044)	72%	83%	75%
• their school looks for ways to improve* (S2045)	94%	97%	94%
• their school is well maintained* (S2046)	89%	90%	81%
• their school gives them opportunities to do interesting things* (S2047)	92%	93%	92%

* 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)	96%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	98%	100%	96%
• they receive useful feedback about their work at their school (S2071)	89%	94%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	94%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	98%
• students are treated fairly at their school (S2073)	95%	98%	93%
• student behaviour is well managed at their school (S2074)	91%	90%	76%
• staff are well supported at their school (S2075)	95%	98%	93%
• their school takes staff opinions seriously (S2076)	91%	92%	93%
• their school looks for ways to improve (S2077)	98%	98%	98%
• their school is well maintained (S2078)	86%	86%	80%
• their school gives them opportunities to do interesting things (S2079)	100%	98%	98%

* 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 are involved in their child's education through:

- Volunteering in classrooms or at school events and extra-curricular activities
- Meet and Greet afternoon early in Term 1 for parents to meet their child's new teacher
- Parent Teacher Interviews in Terms 1 and 3
- Informal as well as planned parent teacher meetings on request
- The class teacher, parents/carers, other school personnel (Learning Support Teacher, Deputy Principal, HOSES, Guidance Officer) collaboratively develop individual support plans so that the student's needs are met and behavioural goals are set. Teachers complete and implement ICPs, EBPs, personalised learning, health and behaviour plans for students with these needs. Plans are also developed to extend students so that the top 20% students are challenged.
- Transition planning for some students who find this difficult – transition books and information are developed collaboratively between the home and the school.
- Supportive and responsive transition program for students moving into prep with links to Early years education providers and other community groups

Parent and community involvement includes:

- Our school Parents and Citizens Association has a well-attended monthly meeting. Fund raising activities are well supported by our school community
- A school open day as part of our State Education Week celebrations
- School community supports the Parents and Citizens Association and the running of the school tuckshop
- Lockyer District Concerned Parents for the Disabled Group - this is an incorporated parent group that provides therapy support to support some students.

The school regularly liaises with the following community groups/departments:

- Gatton and District Ministers' Fraternal, regarding the school's ecumenical Religious Instruction Program
- Gatton Ambulance: conducting demonstrations in First Aid for students.
- Gatton Police: Adopt-a-Cop Program
- Gatton Hospital Social worker: supporting families in need
- Gatton Fire Brigade: conducting fire safety and awareness
- Toowoomba Child Youth and Mental Health Services
- Local Cluster schools - primary and secondary
- Lockyer Valley Early Years Network – with a focus on transition to school
- Lockyer Valley Regional Council
- Department of Communities including Family and Child Connect, Anglicare, Mission Australia and Mercy.
- Disability Services Queensland
- Community access to school facilities for various purposes: Under 8s Week celebrations; car parking during local events; use of school hall, tennis courts and sporting ovals.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These include:
- Our School PBL program
- The Stymie program has been introduced as an added measure for support with bullying
- Our Teddy Bear program – we use soft animals to support students when they are stressed or sad
- Close work and training with agencies supporting students with trauma backgrounds
- The school chaplain coordinates friendship and support programs
- Ripper Attitude (values program) in conjunction with the PBL program

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	46	46	66
Long suspensions – 11 to 20 days	0	1	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

Reducing the school's environmental footprint

During 2018, Gatton State School students participated in a number of environmental projects in helping to reduce our environmental footprint. Projects included:
- Planting native trees and plants to offset carbon
- Greening Australia – planting native plants/trees and attaching breeding boxes in established forestry trees to attract native fauna
- Recycling – cardboard, paper, food scraps for composting specifically targeted with litter less lunch breaks
- Establishment of multiple class garden beds and a healthy eating program with the support of the Coles Helping Hands Project and Bunnings
- Options program included management of school forestry area
- Reducing electricity output through fitting solar roof panels
- Use of solar hot water systems
- Using energy saving light bulbs.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	189,268	212,618	208,514
Water (kL)	3,118	1,506	4,992

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.

| 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 '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	44	39	<5
Full-time equivalents	40	24	<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
Masters	5
Graduate Diploma etc.*	12
Bachelor degree	22
Diploma	5

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

Queensland Government

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $ 19 600.

The major professional development initiatives are as follows:

Positive Partnerships	Dr Lyn Sharratt workshops – Putting Faces to the Data
Combined Principals Assoc State Conference	Big 6 Reading
QASEL & Principals' Conferences	Explicit teaching and instructional routines workshop
STEM workshop	Senior first aid training
Indigenous Conference	Early Childhood Education and Care
Music workshop	Maximizing Achievement Program
Jolly Phonics	Reading Hub
Coding and Robotics	Positive Behaviour for Learning

- 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.	94%	94%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	90%
Attendance rate for Indigenous** students at this school	82%	86%	83%

* 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.

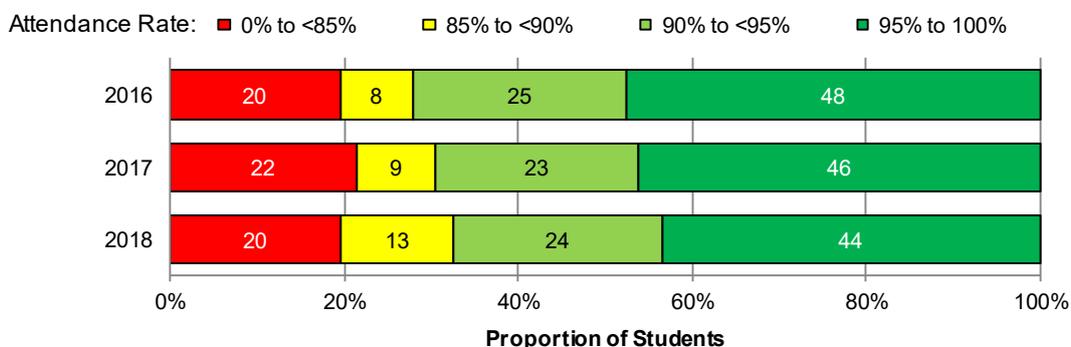Table 12: Average student attendance rates for each year level at this school

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

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	20	8	25	48
2017	22	9	23	46
2018	20	13	24	44

Proportion of Students

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The school manages attendance rates on three levels.

At the classroom level, rolls are marked twice daily. As of 2017, by 10am each morning, parents/carers of students who are absent without the school having received an explanation, receive a text.

Teachers note unexplained absences and attempt to contact parents, particularly if the student is absent on consecutive days. Parents have been made aware that they are to contact the school by telephone, return text or send a note with the student upon return to school, explaining the reason for the absence/s.

Teachers report absences to administration. Administration keeps a record of names and unexplained absences, and attempts to contact parents. Administration sends relevant letter/s to parents, outlining above DET policies and processes. A Family Liaison supports these procedures.

Students are recognised for high levels of attendance.

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.