



# Bargara State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Bargara State School is dedicated to preparing our students for their future. Our motto of 'Educating Today's Youth for Tomorrow's World' is focussing us towards this important goal.

We have successfully adopted the Australian Curriculum and teachers implement a sequence of lessons to deliver the required elements. This has directly engaged the students with the new content and we have challenged them with the highest of expectations. We take opportunities to participate in programs such as instrumental music (Brass / Woodwind and Strings), dance performances / competitions. We are also a Reef Guardian and Sun Smart School.

As a school, our constant expectation is that we continue to improve our school with the sole intent of providing the best education for our students. We take a proactive approach to the NAPLAN diagnostic testing and use the information to support our students' immediate future learning.

The positive results from 2008 - 2016 have been no surprise to our school and reinforced the focussed actions which we continue to improve upon. The clear trend demonstrated over the past 8 years is that whilst our students may commence the National Testing Programs behind the National Averages in some areas, the hard work of the students, staff and parents will show that our students improve faster than the average Australian student. This now long standing trend, applies to all students regardless of their academic abilities.

This level of success was highlighted in 2016 with our school being flagged in the **'Top 3% of Australian Schools for substantially above average gain'** in the areas of Reading and Numeracy. This level of improvement is something our school and community is very proud of.

We are focussed not only on developing the academic ability of our students but also other vital attributes of successful people. Some of the key features of our non-academic programs include: the introduction and teaching of 'The Seven Habits of Highly

Effective People,' which commenced in July 2010. This program is teaching students personal and interpersonal habits which will support their decisions and actions throughout their lives.

We are a member of the 'School Wide Positive Behaviour Support' project and this has seen continual improvement in the levels of student behaviour. We expect students to display a high level of behaviour— 'OK' behaviour is not good enough for Bargara State School.

We have strong school support programs for those students who demonstrate high levels of academic ability as well as for those who find school work challenging. We have well established support strategies for all students including key staff like our Guidance Officer and School Chaplain.

**STATEMENT OF PURPOSE.** Our purpose is to support students to: actively demonstrate sound moral values; have a purposeful and positive attitude to learning; be confident, creative and innovative; be a proactive participant in the school community; and be an active listener and effective communicator with others.

The school culture will: support students to be the best that they can be; nurture an environment based on strong values; work as a positive member of the school community; challenge students to become strong, confident learners; and support students to seek and develop their leadership potential.

We aim to achieve this by: developing a skilled and professional staff supported by quality resources; incorporating current technologies throughout the school; providing a curriculum which reflects our learners' needs; challenging and assisting individuals to achieve their full potential; developing the leadership skills of the individual, and nurturing a supportive school community working together as a team. We are EDUCATING TODAY'S YOUTH FOR TOMORROW'S WORLD.

## Principal's Foreword

Welcome and thank you for taking the time to read our 2016 School Annual Report. The purpose of this report is to provide parents and members of the community with information about the outstanding progress our school has made in 2016. It also provides information about our schools activities, curriculum offerings and the teaching and learning environment at Bargara State School.

### School Progress towards its goals in 2016

Bargara State School is continually focussed on improving student learning.

2016 NAPLAN results reinforced the outstanding results from 2014 and 2015. The progress made by our Year 5 students from year 3 to 5 when compared to the Nation and Queensland State School gains was again a positive story for our students. We gained faster than the Nation and Queensland schools in Reading, Writing, Grammar and Punctuation and Numeracy.

These results are a combination of many facets:

### Successful Learners

- Continued to implement the Australian Curriculum
- Student attendance in 2016. Target was to improve from 92.3% to 93%, we achieved 92.3%. Further strategies are being implemented to improve this
- Upper 2 Bands performance. Flagged as statistically 'Similar' to QLD schools in 7/10 NAPLAN areas and 'Above' in two areas
  - Ensured a variety of processes are in place for the identification of possible U2B students
  - Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, Support Teacher Literacy & Numeracy, UNSW testing)
  - Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations

### Great People

- Implemented professional development programs for all staff in line with school wide initiatives – reading, phonograms
- Continued to use feedback channels to implement processes to monitor staff and personal wellbeing
- Key literacy and numeracy improvement strategies
  - Embedding a balanced reading program
  - Embedding a shared understanding and pedagogical practice of the 5 reading procedures i.e.
    1. Reading Aloud to students;
    2. Modelled Reading;
    3. Shared Reading;
    4. Guided Reading;
    5. Independent Reading.
- Introduced phonological and phonemic awareness program – 'Phonograms' and used speech screeners with identified students to highlight areas for support
- Aligning reading framework to Pearson's Gradual Release of Responsibility Model
- Embedding comprehension strategies into the reading procedures
- Master teacher worked with staff as part of the second phase of the feedback project.
- Continued to highlight opportunities within professional development to highlight design questions within ASOT
- Provided a moderation opportunity with Burnett Heads State School to pre and post moderate a history unit of work

### High Standards

- Continued to use available data sources (school and systemic) to identify strengths and weaknesses. Utilised this information to direct the school focus towards the improvement of writing
- Continued to focus data analysis in line with continued school focus area of reading eg reading data wall

### Engaged partners

- Getting Ready For Secondary School
  - Involved year 6 students in an in-depth process to prepare for high school. Actions include visits both to the high school and from the high school.
  - Liaise with feeder Secondary Schools
- Parent and Community Engagement Strategy
  - Established a support group from 'Bargara Lions' to support students in our lower and middle school.
  - Continued to encourage parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement
  - We used multiple communication channels to communicate with parents eg email, APP, telephone, web portal, newsletters and personal letters
  - Provide programs and opportunities for parents to build their capacity to support their child's learning

### Future Outlook

Bargara State School will continue to focus on improving student learning through the following actions:

#### Successful Learners

- Move our school learning focus to the effective teaching of writing across all learning areas
- Analysis of student data and use this information to inform our teaching
- Continue to encourage full school attendance
- Continue to focus on our students in the upper two bands as well as those with the potential of achieving these bands
- Continue to support those students who do not meet National Minimum Standards

#### Great People

- Provide internal and external Professional Development opportunities with a focus on writing
- Ensure staff have the capabilities to implement the ACARA priorities

- Continue to focus on reading as our key improvement agenda
- Continue to have clear whole school approaches to the teaching of reading
- Establish a school wide phonograms program
- Continue to support the role of Master Teacher at Bargara State School
- Continue to align school practices in line with ASOT
- Support staff development through the Developing Performance framework
- Support staff to use available data to moderate student achievement

#### **High Standards**

- Establish our explicit improvement agenda around writing
- Continue with our focus on Reading
- Work through the recommendations of our Whole School Review

#### **Engaged partners**

- Continue to work with our local High School to ensure a smooth transition is achieved
- Work to establish / maintain partnerships with the wider community to support students
- Create / strengthen partnerships with local child care agencies to support student transition to Prep in 2018

# 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 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	368	171	197	31	89%
<b>2015*</b>	330	144	186	34	91%
<b>2016</b>	380	174	206	27	92%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Bargara State School is a part of a provincial city. Students who attend our school come from a variety of backgrounds. We experienced a decrease in student enrolments from 2014 – 2015 with the move of Year 7 to High School. Student enrolments since this time have continue to increase with 2015 and 2016 experiencing a growing Prep cohort. In 2016 our Prep intake was 68 students.

The continuity of students for the year indicates that 92% of the student body remained consistent through the year. This has been steadily increasing over past years.

In 2016 we had approximately 5.5% of our students who had an Education Adjustment Program in place. There are a number of different religions represented within the school and an Indigenous population in February 2015 of 7%

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	21	23
Year 4 – Year 7	21	25	26

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our distinctive curriculum offerings provide a wide variety of learning experiences for students through curriculum programs in all Key Learning Areas.

- Bargara State School utilise the C2C materials as a base for curriculum planning
- Differentiation is applied to units to support student learning – Extension and Support

- Education support plans are in place for students with diagnosed and verified special needs
- Assessment is collected in line with assessment pieces outlined in C2C materials
- School based assessment such as reading skills / levels are administered to inform future planning
- Systemic testing is completed in line with specified guidelines
- '7 Habits of Highly Effective People' - embedded in the curriculum to support students
- We adopt (where appropriate) school wide approaches for consistency
- Students in Years 5 and 6 study Japanese for 1 ½ hr per week
- Over 35 iPads utilised by students throughout the school (P-6)
- Use of Microsoft tablets through the school
- Use of laptop computers through the school
- Wireless connectivity allows for students to use a variety of devices across the school.

### Co-curricular Activities

- Instrumental Music Program involving Woodwind, Brass/Percussion and String sections.
- Leadership program run by our Chaplain – 'Unlimited'
- Participation in the Kepnock SHS ACE Extension Programs
- Lunch Time Programs such as Coding club, Writing club, and 'Creation Corner' are run by a class teacher
- Maths Team Challenge
- A number of academic and creative competitions were made available to students throughout the year. These included Maths, English, Spelling and Writing Competitions.
- Ukulele Band
- School Choir
- Interschool sporting program
- School Cross Country championships
- Bundaberg Zone Sports / Wide Bay Trials for various sports
- Student Council – supports school activities plus continued sponsorship of student in Uganda
- School Camping Program continued to provide students with a range of experiences and social development skills outside the school setting:
  - Year 3 to Mon Repos for an overnight camp
  - Year 4 to Riverside Retreat developing social skills and team work,
  - Year 5 at Barambah social skilling and environmental study,
  - Year 6 at Chaverim – Leadership camp

### How Information and Communication Technologies are used to Assist Learning

Bargara State School in 2016 continued to operate a single computer lab which every student has access to through timetabled lessons. Students also have access to a small pod of computers in the library as well as computers in each classroom. All computers have access to the school network and internet.

Our school also purchased 16 Windows Tablet machines to be used by students on the wireless network. This enable students to access computers and the internet in simple and effective ways.

iPads continued to be used by students throughout the school. There are currently 35 iPads used by students through the day as well as a set of 4 iPads used by students when working with our special needs teacher.

Additional laptop computers were purchased in 2016 to support students to access current technologies via our wireless network.

Teachers plan for students to use computers as part of their classroom activities. This has again been supported in 2016 by our Teacher Librarian with a specific focus on the planning for and use of ICT's.

Each teacher continues to utilise their laptop as part of the 'Laptop for Teachers' program. Teachers have continued to utilise the interactive whiteboards in each room to support the delivery of quality teaching lessons.

## Social Climate

### Overview

Establishing the most productive learning environment for student learning continues to be a key goal for our school every year and we have continued to maintain our high expectations.

We have continued to implement and refine the established Responsible Behaviour Plan as well as continued with the implementation of 'School-Wide Positive Behaviour Support Program'

Responding to bullying when it occurred remained a priority through the year. Consistent and proven approaches, maintained throughout the school (and identified in the Responsible Behaviour Plan) were implemented to support all students such as:

- Application of the behaviour management steps – rewards and consequences
- Behaviour monitoring cards / programs
- Class reward programs
- Intensive support from specialist behaviour support staff
- Mentoring with other staff / students
- Natural consequences
- Buddy Class / Lunch time detention / In-school Suspension / External Suspensions

We continued to utilise our Chaplain and Guidance Officer to support students at various times and for various reasons. Our Chaplain also provided a leadership course for our year 6 students which culminated in a 21km walk from Elliott Heads to Bargara State School.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	89%	90%	100%
this is a good school (S2035)	89%	90%	100%
their child likes being at this school* (S2001)	96%	100%	93%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	85%	100%
their child is making good progress at this school* (S2004)	89%	84%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	90%	100%
teachers at this school motivate their child to learn* (S2007)	86%	90%	100%
teachers at this school treat students fairly* (S2008)	89%	90%	100%
they can talk to their child's teachers about their concerns* (S2009)	93%	95%	100%
this school works with them to support their child's learning* (S2010)	78%	90%	100%
this school takes parents' opinions seriously* (S2011)	81%	89%	93%
student behaviour is well managed at this school* (S2012)	89%	95%	100%
this school looks for ways to improve* (S2013)	100%	95%	100%
this school is well maintained* (S2014)	93%	95%	100%

#### Student opinion survey

Performance measure	2014	2015	2016
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	91%	94%	98%



Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they like being at their school* (S2036)	91%	89%	96%
they feel safe at their school* (S2037)	88%	93%	95%
their teachers motivate them to learn* (S2038)	96%	95%	99%
their teachers expect them to do their best* (S2039)	97%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	95%	97%
teachers treat students fairly at their school* (S2041)	88%	86%	94%
they can talk to their teachers about their concerns* (S2042)	86%	90%	87%
their school takes students' opinions seriously* (S2043)	94%	91%	92%
student behaviour is well managed at their school* (S2044)	73%	86%	90%
their school looks for ways to improve* (S2045)	95%	96%	99%
their school is well maintained* (S2046)	86%	89%	96%
their school gives them opportunities to do interesting things* (S2047)	85%	90%	94%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	100%	100%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	84%	86%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	95%	100%
student behaviour is well managed at their school (S2074)	100%	95%	97%
staff are well supported at their school (S2075)	91%	86%	94%
their school takes staff opinions seriously (S2076)	88%	81%	84%
their school looks for ways to improve (S2077)	97%	100%	100%
their school is well maintained (S2078)	84%	67%	94%
their school gives them opportunities to do interesting things (S2079)	88%	81%	87%

\* 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

A major link that our school has with our local community is with the local ANZAC Day commemorations. In 2016 Bargara State School:

- Held our own school parade
- Each student wrote a personal message on a wooden cross that was placed in at the Dawn Service Cenotaph.
- These crosses were later removed and sent to Vignacourt (France) where they were placed on an Australian soldiers grave.
- Our Year 6 students researched a particular soldier who is known to be in the cemetery in France and the cross was laid on that particular grave.
- A Bargara SS student read their written piece to the ANZAC Dawn Service (approximately 8000) people
- Our School Choir sung the Australian and New Zealand anthems
- Had approximately 120 students attend the dawn service

- The Mayor of Vignacourt visited our school later in the year and signed a 'Friendship Agreement' with Bargara State School
- We were invited to send students to France for the 2017 ANZAC Day services

Parents are invited and encouraged to be involved in their children's education. Some of the ways this has been achieved is through:

- Parent workshops
- Reading programs,
- Classroom helpers,
- Tuckshop volunteers,
- Assisting the school on camps and excursions,
- School discos,
- Athletics carnivals.
- 3 Way reporting interviews
- Report cards
- Web page
- Introduction of the School App

Newsletters are sent home on a weekly basis to keep parents up to date and where appropriate parent feedback sections are included.

We hold whole school parades each week which parents are encouraged to attend. We publish the class 'Student of the Week' in the newsletter on the Friday before parade to provide parents with the opportunity to plan to attend. We also hold special parades for certain occasions such as a 'School Leaders Induction.'

Parents are encouraged to attend the monthly Parents and Citizens Association meeting and support the activities which are planned through the year

Parents are also invited to be involved in our school reporting processes. In term 1 and 3 we hold a '3 way reporting' meeting which we use to establish a shared set of goals. These goals are set between the student, parent and teacher. We then send home student report cards in Term 2 and 4. Parents are also encouraged to contact their child's teacher at any time necessary.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We work with all students to be able to respond appropriately to situations. We encourage students to report any behaviour which makes them feel unsafe or concerned.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	5	4
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

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

Bargara State School is a Reef Guardian School. The students in selected grades have had the opportunity to participate in a number of 'Reef Guardian' activities aimed at increasing awareness issues such as water conservation.



We have also maintained a number of small vegetable garden plots which utilise a water saving method designed to reduce the loss of water and decrease disease.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	97,452	1,051
2014-2015	102,518	1,156
2015-2016	83,656	614

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

## 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 <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	25	21	0
Full-time Equivalents	22	13	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	20
Diploma	4
Certificate	1

\*Teaching staff includes School Leaders

\*\*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 2016 were:

- Money for registrations and release - \$8066.04
- Purchasing Teacher Relief - \$27 743.26
- Master Teacher purchase 0.4 FTE - \$50456
- Additional time being devoted to Professional Development through regular staff meetings.

The major professional development initiatives are as follows:

- Improvement in Literacy and Numeracy Performance
  - Introduction of the Phonograms program
  - Master Teacher role. Readjusted our staffing allocation to enable full time position (school purchase of FTE 0.4)
  - Teacher release to allow planning / moderation opportunities with support staff
  - Engaged Teacher-aides in the same development programs and teachers
- Australian Curriculum implementation in 2016.
  - Pre moderation / Post moderation of C2C units
  - Use of C2C units of work
- Pedagogical framework – Art and Science of Teaching
  - Continued with key staff working with teachers on aligning Design Questions 1,5,6 and 7

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	89%	90%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

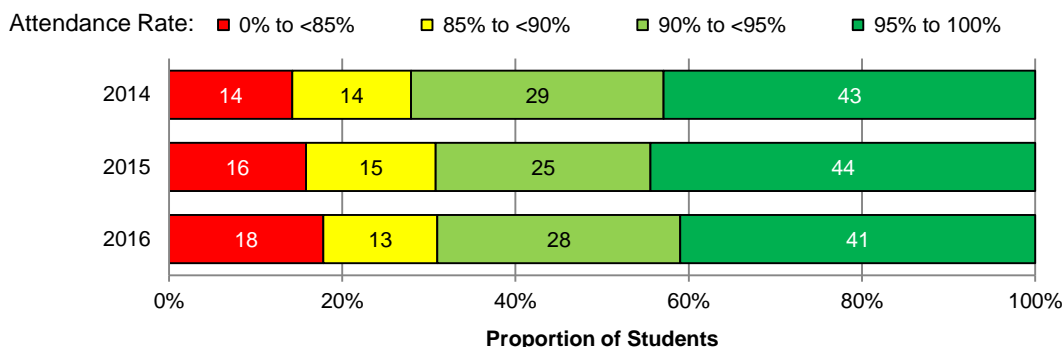
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	93%	93%	93%	91%	94%	93%	93%					
2015	91%	91%	93%	94%	92%	92%	92%						
2016	93%	91%	91%	92%	94%	92%	91%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Each class teacher marks their roll twice daily. Typically the roll is marked at the beginning of the school day and as students return from second lunch. This information is recorded directly onto the 'One-School' roll. Office staff check for inconsistencies. Students who arrive late to school are required to get a late slip from the school office. A SMS is sent to each family if a child is away and the school has not been notified.

When students have been away for 3 days without a parental explanation then the office staff are notified and the families are contacted by phone. Should parents / guardians be unable to provide an excuse for their absence and continued absences occur, then formal absentee letters are sent. The process allows for the school to support the families in getting their children to school each day.

Students who are going to be away from school for more than 10 days are required to make a request for exemption from compulsory schooling.

We promote the importance of attending school every day through discussion on parade, articles in the newsletter and messages on the noticeboard and road sign.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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