Esk State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Situated on the southern border of the Garumga clan of the Dalla tribe, Esk State School is an intregal part of the Esk township. Esk State School, or Mount Esk State School as it was then known, was opened on 1 November, 1875. This was the same year the Education Act was passed -- meaning for the first time, education was free and compulsory. To this day, Esk State School remains focused on our core business - teaching and learning. While the rich traditions and histories of the school and the Esk community are deeply valued, our driving passion is to prepare our students with the knowledge, skills and confidence to participate successfully in the ever evolving economy and broader community context. By working together, communicating with each other, developing our people, and reviewing performance, Esk State School works to engage students so that each individual can learn and achieve the Australian Curriculum, and transition smoothly from early childhood into primary school, and then onto high school. In doing so, we seek to establish strong, innovative and strategic partnerships that expand opportunities and contribute directly to greater student success, and welcome you to actively and proactively work collaboratively with the school to support our goals for our students - after all, they are our future.

School progress towards its goals in 2018

The school had a change of leadership at the end of 2017, and with it came a fresh approach. In collaboration with the staff of Esk State School considerable changes were undertaken. These include:

1. A change to the timing of the school day to 8:50 – 3:00pm. By making this change, all staff were able to be timetabled for their breaks according to their awards. Waiting time for the school buses after school was significantly reduced.

2. Teacher Aides were assigned to classrooms, to form teaching teams with the class teacher/s. In this way, students from priority groups, those with additional needs, or learning difficulties, or students needing extension are able to be catered for. Speech programs were also able to be delivered during class time.

3. Classrooms were also opened at 8:30am for students to access. This before school time permitted students to organise themselves for the day, engage with the teacher and teacher aide in an informal manner, and opened opportunities for parents to engage with the classroom. Teacher Aides were assigned supervision duty for this time, so as to meet Union expectations.

4. Redistributing responsibilities of staff according to their job description. An ICT technician was employed for 5 hours per fortnight, and as a result of a retirement - a new facilities officer was employed for additional hours according to new funding model.

The incoming principal continued to address the Improvement priorities that were outlined by the previous principal in the 2015- 2019 School Plan. Improvement Priority #1 was additional at the request of the incoming principal.

Improvement Priority 1. Teaching and Learning - Curriculum and Assessment Framework Development

A fully developed 2 year rolling curriculum framework with supporting Learning Area programs that inform pedagogy and teacher planning-implementation-assessment has been created and is now being implemented. It will evolve and be refined over the two year cycle.

A fully implemented Assessment and Reporting Framework, with supporting Assessment Overview has been negotiated and written. It outlines the School's Response to the P-12 Curriculum and Reporting Guidelines.

Continued progress towards the implementation of the full Australian Curriculum. By the end of 2018, all aspects of the Australian Curriculum were fully implemented.

Aligned practises across the school, through the use of small group instruction. (Group size of 5-6, preferably smaller.) This was significantly assisted by the assignment of teacher aides to classrooms. Together with the deployment of the Librarian for Humanities and Social Sciences (HaSS) Support, and the Support Teacher Literacy and Numeracy (STLaN) for reading rotations, targeted teaching and learning was enabled and addressed Hattie's work on visible learning and the impact of effect sizes.

Improvement Priority 2: Writing

Using the Master Teacher, the teaching and learning cycle was to be used to actualise the reciprocity between reading and writing through the Learning Areas, to further develop students' writing skills. The Master teacher did undertake work in this space until he left, but much work is still needed. Curriculum And Planning days were accessed to support this initiative.

Improvement Priority 3: Reading

Aligned practises across the school, through the use of small group instruction enabled a school wide approach to reading rotations, and was complemented by the assigning of STLaN, and Chaplain to support this processes. STLaN was given oversight of the implementation. Implementing small group (5 or less per group - 0.48) weekly reading rotations block to enable active teaching of comprehension (0.6); spaced vs mass practice (0.71); vocabulary development (0.67) – Hattie's effect sizes. This initiative greatly supports differentiation.

Implementing a Reading Support Program for students who were needing some additional support in order to reach benchmark, saw all our students in Prep and Year 1 meet benchmark, or accessing support to do so.

Establishing a structured sequenced approached to the levelling of texts (regardless of publisher or program) so that students could be matched to the correct instructional level text & progress monitored saw the implementation of the Lexile system. Lexiles are an international approach to the levelling of texts. Through accessing Australia's "Literacy Pro" a suite of materials were able to be accessed, group readers that are high quality childhood literature were purchased, and online testing capabilities secured. It also has a system of readers that can be accessed much like Accelerated Reader, enabling that program to be phased out as the wider range of resources were accessed. Teachers' familiarity of lexiling increased greatly over 2018.

Improvement Priority 4: Numeracy

Early Start Materials for Mathematics/Numeracy were utilized at the beginning of prep and also at the end of the year in Prep, Year 1 and Year 2. While time consuming, these resources do provide significant diagnostic data.

Improvement Priority 7: School and Community Partnerships and Attendance

Implementing Enforcing School Attendance guidelines saw the long-term absence of three students being referred to, and then followed through by the Re-engagement Hub. Processes for applying for exemption from schooling are now in place.

Restructure to the timing or placement of events occurred so that maximum attendance was encouraged. Rewards Day is now the last day of each term. Organised as part of the PBL approach, Rewards Day are curriculum based – but highly engaging activities opened to all students who have worked hard over the term. Other events that have been introduced include Presentation Night and its awarding of students.

Exploring new ways of celebrating and rewarding attendance that do not take away from teaching and learning time were explored. 100% attendance certificates are distributed at the end of each term, and at Presentation Night, students with the highest attendance rate are awarded.

Additional funds were allocated to schools for the implementation of STEM. This money was primarily used to upgrade computer facilities and invest in significant equipment needed for digitial technologies.

While there was no specified improvement priority in the Annual Implementation Plan, the school buildings, grounds and facilities were in desperate need of a tidy up, repair and maintenance. This was within classrooms and especially the grounds. 2018 saw skip after skip bin being filled and removed, as classrooms were moved/tidied and the overgrown gardens and trees removed or pruned. The library also commenced a cull of old resources, and a complete stock take.

Future outlook

Academic data, particularly the effort ratings, indicated that there was room for the students to improve their efforts during class time. To that end, "Practice a Growth Mindset" became the focus for students in 2019, with the target

to increase students receiving 80% of 'A's for effort ratings across the year, from 8% of the student body to 16%.

At the end of 2018, the Pedagogical Framework for the school was collaboratively written with staff. As this is an aspirational document to capture the learning and desired outcomes that come with continual improvement, the improvement agenda for the staff is articulated as "Implement the Pedagogical Framework". The target is to increase students receiving 80% of "A & B" academic ratings (across all Learning Areas) across the year, from 11% to 15% of the student body. Also to increase the Year 3 – 6 A – C achievement ratings in English from on average 80% to 85% across each semester. And for the early years to increase the Prep – 2 A-C achievement ratings (or equivalent) in English from on average 68% to 80% each semester.

Again, while not a sharp and narrow improvement agenda, our facilities continue to be on the radar. Plans are underway for a refurbishment of the Prep Building, and B Block, and hopefully some much needed work on the pool. School funded minor works are planned for A block and C block, as well as a garden renovation. Then there is …..

Esk State School has a refreshed outlook. ☺

Regards,

Mrs Roslyn Waldron

Principal

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	168	172	169
Girls	84	83	87
Boys	84	89	82
Indigenous	6	7	14
Enrolment continuity (Feb. – Nov.)	95%	90%	92%

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

Esk State School is a band 7 school that is located on the eastern side of the Darling Downs South West Region. As such, Esk State School is considered a rural school / inner Regional. Esk State School identifies with the Brisbane Valley cluster of schools, with Toogoolawah State High School being the closest high school.

Day 8 2018 census saw the school with 169 students actively enrolled across prep to year 6. 8.3% identified as Australia's first peoples, and 5.3% of the student population had a verified disability. No students presented with English as an Additional Language/Dialect. Individual curriculum plans were in place for 6 students, and these plans included students above and below their year level.

Over the course of the year, there was some student movement as families moved in and out of the area. Eleven students enrolled between February – November, and thirteen moved away during that same time.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	20	24
Year 4 – Year 6	24	26	24
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.

We were very fortunate to have 28 students enrol into Prep at the beginning of 2018. This placed the cohort in an oversize class. In collaboration with the parents of the Prep students, the decision was taken to maintain the full cohort in one class, and additional teacher aide time and an additional teacher at 0.2FTE was assigned to the class. This then enable all classes in the school to have a class at or under 25 students.

Curriculum delivery

Our approach to curriculum delivery

Esk State School teaches and assesses all the learning areas in the Australian Curriculum.

1. English (– This subject covers reading, writing, literacy, spelling, grammar, literature etc.)

2. Mathematics

3. Science

4. Humanities and Social Sciences (HaSS)

5. Technologies (Design and Digital)

6. The Arts, including a classroom Music program

7. Languages – Indonesian, and is taught from Prep to Year 6. (P – 4 = 30 min/wk; 5/6 = 90min/wk)

8. Health and Physical Education (HPE), including a swimming program and Perceptual Motor Program.

At Esk the approach to teaching and learning embraces a multi-age approach. Not only does this make it easier for teachers to address the different learning requirements of children needing to access curriculum above/below their grade level, it also enables class composition to cater for learning styles, personalities, learning needs, etc.

Co-curricular activities

In 2018 there was a significant increase in student opportunities.

- The **instrumental music program** remains a cornerstone of the co-curricular opportunities at Esk SS. It offers small group music instruction as well as opportunities to participate in Bands.
- Athletics, Swimming and Cross Countries are key **carnivals** in the year, and give high performing students the opportunity to compete at the District and/or Regional levels.
- The school was very fortunate to be successful in securing four **Sporting Schools Grants**, and enabled sporting activities during lunch time. AFL was the highlight, and T-Ball was another.
- Esk State School's **Chaplaincy program** supported the students in class, but during lunch time a range of activities were organised for students. Chappie Ella ran "A to B" for boys, "Chick Chat" for girls, Singing Club/Singing Group on Mondays, and set up lunch time activities in the library – and that is just for a start! There were the camps, the fundraising activities …..
- Our **student council** is also very active. All newly elected school leaders are sent to the National Young Leaders Day in Brisbane. Student councillors organise free dress days, or special events such as the Movie Night. The Crazy Hair day was quite different!,
- **School Performance Tours** are invited to the school – 4 for the year, with one planned for each term.
- **Religious Instruction** is delivered by volunteers on Tuesday each week.
- **Breakfast Club** is provided for student welfare also on Tuesday morning each week.
- **The Biggest Morning Tea –** is supported by the school to help raise funds for the Cancer Council. Decorating the teapots are very much a part of the fun.
- **P&C events** also include student opportunities and also for parents to engage with the school.

How information and communication technologies are used to assist learning

Information and communication technologies (ICTs) are used as a learning tool. ICT skills are taught within the Learning Areas of the Australian Curriculum, and are assessed as part of the unit assessment. The teacher librarian is accessed by students in year 3 – 6 as the HaSS support champion, and she works in conjunction with the classroom teachers to support the school's improvement agenda, as well as ICTs.

ICTs are also used to individualise learning opportunities. The school access multiple sites that include: Study Ladder, Typing Tournament, Spelling City, and Language Nut. Reading Eggs/Express is also used though the cost of this site is supplemented by parent support. These sites are also accessible from home.

Teachers continue to build their expertise with digital pedagogies. This includes the exploration of edstudios for targeted consolidation, interactive panels, multimedia approaches to teaching, etc.

Social climate

Overview

Esk State School had a principal retire in early in 2017, and the school had two interim principals prior to the permanent appointment of the current principal at the very end of 2017. The cost of this process is evidenced in the data sets (2017 – 23 responders, 2018, 28 responders) from the school opinion surveys (taken mid year). However, of particular note is the strong positive voice of the staff, which positions the school for improvement.

In 2018, the school implemented the revised Responsible Behaviour Plan, and consolidated Positive Behaviour for Learning practices. Students needing adjustments for individual learning or disability became case managed, and a trial of direct access to Psychology services was undertaken at the school.

Investing for Success funding was used to fund a HOC, and additional speech therapy services. Considerable amounts of funding went towards employing Teacher Aides. These teacher aides were then assigned to classes so that all students received teacher aide support. Early Phase classes had teacher aide time between 8:30 – 1:00pm, while Years 3 – 6, shared an additional two teacher aides. The creation of these teaching teams has enabled teachers to use small groups and rotations to support differentiation.

A reading support program was implemented to give added 1:1 attention for students who were just below reading benchmarks. Speech programs were delivered to identified students, and the Olley Program (speaking skills) was implemented in Prep, and year 1/2.

The school is fortunate to have a School Chaplain. During 2018 our Chaplain was able to serve the school for 19 hours a week. Both parents and students are welcome to access the Chaplaincy service. From Super Club, to sports on the oval, breakfast club to spending time lending a listening ear or helping hands, Esk State School is very fortunate and thankful to have access to such a service.

Bullying is addressed at the school, and suspension given if warranted. The school engages with the National Day of Action against bullying and violence. The school has also undertaken to educate parents and students what bullying *is not*, and has built reconciliation practises into the Positive Behaviour for Learning social and emotional lessons.

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)	97%	86%	91%
• this is a good school (S2035)	95%	89%	83%
• their child likes being at this school* (S2001)	97%	86%	87%
• their child feels safe at this school* (S2002)	95%	72%	83%
• their child's learning needs are being met at this school* (S2003)	97%	72%	86%
• their child is making good progress at this school* (S2004)	92%	83%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	93%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	82%	76%
• teachers at this school motivate their child to learn* (S2007)	97%	79%	87%
• teachers at this school treat students fairly* (S2008)	89%	79%	78%
• they can talk to their child's teachers about their concerns* (S2009)	100%	86%	87%
• this school works with them to support their child's learning* (S2010)	95%	82%	87%
• this school takes parents' opinions seriously* (S2011)	94%	78%	73%
• student behaviour is well managed at this school* (S2012)	83%	64%	78%
• this school looks for ways to improve* (S2013)	94%	83%	86%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	86%	89%	70%

* 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)	88%	92%	83%
• they like being at their school* (S2036)	88%	79%	64%
• they feel safe at their school* (S2037)	81%	75%	56%
• their teachers motivate them to learn* (S2038)	95%	92%	88%
• their teachers expect them to do their best* (S2039)	98%	95%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	93%	66%
• teachers treat students fairly at their school* (S2041)	88%	82%	43%
• they can talk to their teachers about their concerns* (S2042)	79%	85%	53%
• their school takes students' opinions seriously* (S2043)	88%	83%	50%
• student behaviour is well managed at their school* (S2044)	60%	56%	26%
• their school looks for ways to improve* (S2045)	81%	89%	49%
• their school is well maintained* (S2046)	90%	85%	70%
• their school gives them opportunities to do interesting things* (S2047)	86%	90%	67%

* 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)	100%	86%	95%
• they feel that their school is a safe place in which to work (S2070)	100%	86%	100%
• they receive useful feedback about their work at their school (S2071)	89%	77%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	92%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	94%	86%	100%
• student behaviour is well managed at their school (S2074)	94%	64%	100%
• staff are well supported at their school (S2075)	89%	73%	95%
• their school takes staff opinions seriously (S2076)	89%	68%	95%
• their school looks for ways to improve (S2077)	100%	95%	100%
• their school is well maintained (S2078)	100%	82%	95%
• their school gives them opportunities to do interesting things (S2079)	89%	86%	95%

Percentage of school staff who agree# that:	2016	2017	2018

* 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 welcomed into the school. Depending upon their interests to support their children they may give parent help during class time, participate as part of the P&C, work in the tuckshop, or assist in the gardens. During 2018 the school commenced addressing updating the school website, and bringing the facebook pages up to the required levels of security. Newsletters were reduced in size, but published weekly. Newsletters are accessible via the QSchool App, the Website, via email or paper copies.

Staff commenced making phone contact (rather than via a letter) if their child had been engaged in an incident at the school. Parent and Teacher interviews are held biannually, and report cards are sent home at the end of each semester.

Respectful relationships education programs

The respectful relationships education program has been utilized to support the teaching of the Social Emotional component of the Australian Curriculum. It has been built into the Positive Behaviour for Learning skilling lessons that are taught on a Monday each week.

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	7	40	26
Long suspensions – 11 to 20 days	0	2	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.

The incoming principal (end of 2017) addressed the misbehaviour that had established itself as 'a group think' culture across the student body. The sharp increase of short suspensions at the end of 2017 reflect this action, and it continued into 2018.

Environmental footprint

Reducing this school's environmental footprint

Esk State School has two banks of solar panels that are feeding into the grid.

There was a major water leak from a busted pipe that caused high water consumption. The school pool is a high consumer of water and electricity.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	112,372	129,500	123,550
Water (kL)	1,907	3,195	2,793

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.
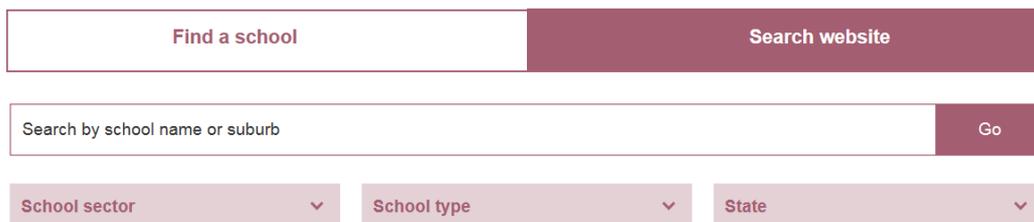
Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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	15	11	<5
Full-time equivalents	12	7	<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	2
Graduate Diploma etc.*	5
Bachelor degree	8
Diploma	
Certificate	

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

Professional development

Expenditure on staff participation in professional development

The total funds expended on targeted teacher professional development in 2018 were $6364, with additional costs incurred for unplanned professional development.

The major professional development initiatives are as follows:

- Cleaner's Conference.
- Pool and Chemical Handling
- Chainsaw accreditation.
- Financial Planning and accountability days.
- Principal cluster meetings, and Regional Development Days.
- 1:1 meetings with Principal
- Beginning Teacher development
- Putting Faces On The Data regional workshops
- AC Languages curriculum and planning days (Global Schools)
- Staff Wellbeing sessions eg. What happened to my sense of humour?
- THRaSS

- First Steps In Reading
- The Teaching of Reading Across the Learning Areas.
- Coding Academy (online course regarding teaching digital technologies.
- Teacher Aide Professional development opportunities – Essential Skills for classroom management etc.
- AEDI training

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.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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	94%	92%	91%
Attendance rate for Indigenous** students at this school	97%	93%	91%

* 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						Notes:
Prep	92%	92%	89%						
Year 1	95%	90%	88%						
Year 2	92%	95%	92%						
Year 3	94%	92%	92%						
Year 4	94%	92%	91%						
Year 5	96%	93%	92%						
Year 6	95%	91%	93%						

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	8	6	32	54
2017	16	11	22	52
2018	18	15	26	40

Proportion of Students
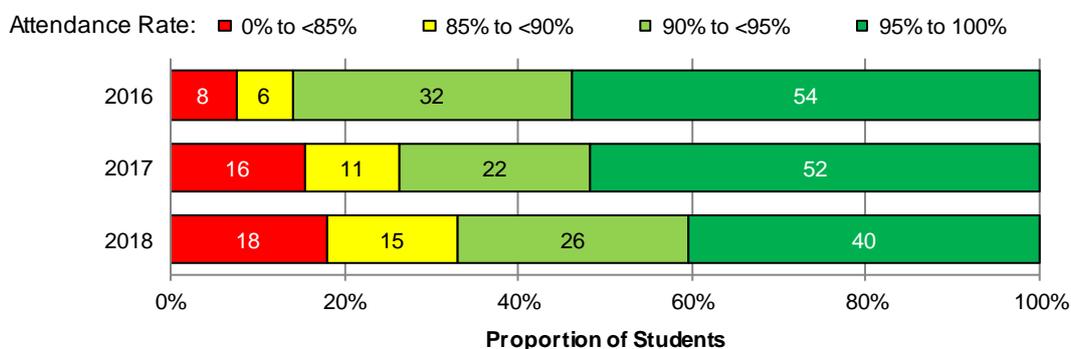
Description of how this school manages non-attendance

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.

Students are expected to attend school everyday. Parents are required to contact the school to explain absences. Each morning, the where-abouts of students is followed through on by administration, in a response to student safety. Rolls are marked within the first 10 minutes of the day starting, and are marked again upon entry into the final session of the day. Late arrivals and early pick-ups are also noted within the attendance system.

Students who have long term absences are managed in according to Managing Student Absences policy, and referred to the Re-engagement Hub. Planned absences over 3 weeks are required to apply for Exemption from State Schooling.

100% attendance is recognised on Parade at the end of each term. The highest attenders are also recipients of the highest attendance award during Presentation night. (New 2019)

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.

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