

Woongarra State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

We are pleased to present the Woongarra State School Annual Report 2015 to parents of our school and to the wider community. This report outlines important information about our school's organisation, curriculum offerings and the teaching and learning environment that characterises Woongarra State School. It also provides details about staff qualifications and the key focus areas of professional development undertaken in 2015. The learning outcomes of Woongarra students in literacy and numeracy are detailed with reference to the National Assessment Program for Literacy and Numeracy (NAPLAN) tests. The report also includes a brief summary of the levels of parent and student satisfaction with the school.

Woongarra State School continues to uphold its reputation as a welcoming and supportive environment for all students, staff and families, as well as its high standards of academic excellence. Woongarra has always been considered a country school with a country atmosphere. Although only situated some seven kilometres from the Bundaberg Central Business District along Elliott Heads Road, Woongarra State School is lucky enough to have a rural setting, situated amongst cane fields. Our manicured grounds are evidence of the pride we have in Woongarra and being Woonies.



School progress towards its goals in 2015

<p style="text-align: center;"><u>GOAL</u></p> <p style="text-align: center;"><i>Successful Learners</i></p>	<p style="text-align: center;"><u>PROGRESS</u></p> <p><u>Analyse Student Data</u></p> <ul style="list-style-type: none"> Data is regularly reviewed to inform improvement, guide teaching and prompt early intervention. Teachers have been trained to analyse data to inform effective teaching and learning. <p><u>Upper 2 Bands Priority</u></p> <ul style="list-style-type: none"> Extension classes in Literacy and Maths have taken place in all classes from Years 1-6 Differentiation strategies are implemented across all year levels using diagnostic assessment processes and ACARA recommendations. Strategies recorded in One School. Students' individual learning goals created as key elements of improved teaching and learning. <p><u>Improve Student Attendance</u></p> <ul style="list-style-type: none"> Student attendance has been a focus with statistics published in school newsletter.
<p style="text-align: center;"><i>Professional Knowledge, Practice and Engagement</i></p>	<p><u>ACARA Priorities</u></p> <ul style="list-style-type: none"> English, Mathematics, Science, History & Geography (National Curriculum) are embedded. C2C resources are the basis of planning but the focus is moving towards aligning the ACARA standard elaborations with independent classroom planning. The North Coast Region: "A Guide to School Based Assessment Tools and Year Level Expectations" was implemented in all classes in Years 1-6. <p><u>Literacy Priority</u></p> <ul style="list-style-type: none"> Emphasis continued on a balanced reading program based on the 5 reading procedures (1. <i>Reading Aloud to students</i>; 2. <i>Modelled Reading</i>; 3. <i>Shared Reading</i>; 4. <i>Guided Reading</i>; 5. <i>Independent Reading</i>.) and Pearson's Gradual Release of Responsibility Model. The 5 aspects of reading are explicitly addressed (1. <i>Fluency</i>; 2. <i>Broad and Deep Vocabulary</i>; 3. <i>Active comprehension Strategies</i>; 4. <i>Text and Textual features</i>; 5. <i>Knowledge of the World</i> Reading was a focus for Instructional Leadership with the Master Teacher, to build teacher capacity through observation and feedback. A balanced writing program was a new focus around developing a shared understanding and pedagogical practice of the 4 writing procedures (1. <i>Modelled Writing</i>; 2. <i>Shared Writing</i>; 3. <i>Guided Writing</i>; 4. <i>Independent Writing</i>).

Professional Knowledge, Practice and Engagement

Numeracy Priority

- From Semester 2 the role of the Master Teacher moved to a focus on Numeracy, especially on improving reasoning and problem solving through observation and feedback.
- Numeracy Rich Routines were established addressing key aspects of number as identified through NAPLAN and internal data sources, eg North Coast Region Assessment, First Steps in Maths
- A range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Teacher capacity to recognize and remediate key misconceptions has been built through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation
- Number facts have been practised and deepened.

Master Teachers

- Opportunities were created for the Master Teacher to model strategies and work with teachers to plan and implement successful Literacy strategies
- In 2016, the Master Teacher's focus will continue to be on Numeracy.

ASOT

- ASOT pedagogical framework continued to provide a framework for teaching strategies with particular emphasis on Design Question 5 – *What will I do to engage students?*
- ASOT enacted throughout school, supported by a planned and formalised approach to coaching and mentoring.

Moderation

- To ensure sound assessment practices, teachers were encouraged to moderate assessment tasks and other evidence of student learning, especially as part of their cohort meetings.

Developing Performance Framework

- The DPF was embedded with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.
- Teaching staff Performance Plans align with the Australian Professional Standards for Teachers
- Consultation and feedback structures are in place and occur in a timely manner.

<p><i>Principal Leadership and Performance</i></p>	<p><u>Learning Communities</u></p> <ul style="list-style-type: none"> • Principal Performance Development Plan in place with ARD, with clearly identified leadership focus. • Principal leads and models learning to develop a shared belief that all students can learn and all teachers can teach. • Fortnightly cohort meetings enable teachers to engage in discussion and analysis of effective teaching and learning. • Opportunities to improve teaching practices through engaging in Profiling/Coaching Feedback are being explored with a view to implementation in 2016. • Aspirants.(eg HOSSES) given opportunities to act in higher banded positions.
<p><i>Parent and Community Engagement Framework</i></p>	<p><u>Partnerships</u></p> <ul style="list-style-type: none"> • Families are provided with many opportunities to engage with student learning and extra events including helping in class activities, on excursions, Under 8's Day, sporting competitions, assemblies, discos and information evenings. Communication was enhanced with the introduction of a school app for Smart Phones. • Continued to work with regional support services to support and sustain school improvement • Opportunities to develop partnerships and a transition plan with local Early Childhood Education Centers were explored. • Successful transition strategies were enacted with local high schools to ensure a smooth entrance to secondary schooling for both Years 5 and 6, as well as for students with disabilities, eg. students visited the feeder high school and engaged in different curriculum areas and routines, including extension programs.

Future outlook

PRIORITY	DETAILS	WHEN
Numeracy Priority	<ul style="list-style-type: none"> Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting. Master Teacher to focus on improving numeracy teaching Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations. 	<p>Throughout year</p> <p>From start of 2016.</p> <p>To be reviewed end of Term 1.</p>
Analyse Student Data	<ul style="list-style-type: none"> Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention. Further develop teacher expertise in data analysis to inform effective teaching and learning. 	Each Term
A Balanced Writing Program	<ul style="list-style-type: none"> Develop a shared understanding and pedagogical practice of the 4 writing procedures: 1. <i>Modelled Writing</i>; 2. <i>Shared Writing</i>; 3. <i>Guided Writing</i>; 4. <i>Independent Writing</i> Establish the position of Curriculum Leader with the aim of targeting Literacy in the lower school, with a particular emphasis on spelling and phonological awareness. 	<p>Throughout year</p> <p>From start of 2016</p>
Master Teacher	<ul style="list-style-type: none"> Develop opportunities for Master Teacher to work alongside teachers to improve teaching practices in Maths. Years 5 & 6 – Semester 1; Years 3 and 4 – Semester 2. 	From start of 2016
ASOT	<ul style="list-style-type: none"> Continue to develop and embed an overarching Curriculum Framework based on ASOT Investigate and implement locally selected Design Questions - focus on Design Questions 6,7 & 8 – <i>Establishing rules</i>; <i>Adherence to rules</i>; <i>Establishing Effective relationships</i>. 	From start of 2016
Moderation	<ul style="list-style-type: none"> Develop opportunity for inter and intra-school moderation processes ensuring sound assessment practice 	From start of 2016
Early Childhood	<ul style="list-style-type: none"> Explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centres 	Begin visits to Centres August 2016
Profiling	<ul style="list-style-type: none"> Interested teachers to be trained as Profilers/Advanced Profilers As many teachers as possible to engage with profiling as a means to reflect on their practice 	<p>From start of 2016</p> <p>Throughout year</p>

Our school at a glance

Coeducational **Independent Public School: No** **Year levels offered in 2015: Prep Year - Year 6**

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	483	237	246	30	94%
2014	496	244	252	32	96%
2015	480	245	235	28	96%

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 2015, 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:

Woongarra enjoys a fairly stable enrolment pattern with transience not being a problem. Enrolments have been steadily increasing to the point that the development of a school management plan to limit enrolments became necessary. The school can safely contain a maximum enrolment of about 520 students. Students are predominately from supportive families, some of whom are of Indigenous, European or Asian ethnicity.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	20	21
Year 4 – Year 7 Primary	21	22	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	16	5	6
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.

Curriculum delivery

Our approach to curriculum delivery

- Majority of units of work and assessment tasks based on resources provided through C2C;
- Some C2C units adapted/combined to facilitate assessment within the reporting timelines;
- Some year levels planning independent units in English and Maths after interrogating the ACARA standards and elaborations;
- Kalkie spelling – Years 1 – 6 – February and November; Prep – June & November;
- Running records – all year levels, various points throughout year;
- PAT Spelling Years 2 – 6 – June;
- PAT Reading – Grammar & Punctuation & Comprehension – Years - 1 – 6 – September.

Extra curricula activities

Weekly lunchtimes Games Room run by Chaplain;

Book Week activities;

Author/Illustrator visits;

Life Education;

Premier's Reading Challenge;

ANZAC Day ceremony;

Human Relationships Education for Year 6 students (provided by Family Planning Queensland);

Science, Technology, English, Arts and Maths (STEAM) and Minecraft activities are offered in the Resource Centre at lunchtime.

How Information and Communication Technologies are used to improve learning

Woongarra has two computer laboratories which are in constant use. Computers are regarded as an essential tool for learning and are integrated into many aspects of the curriculum. They are frequently used as a vehicle for the assessment of student work. Specialized lessons are offered to Years Prep – 6, with all classes working towards appropriate levels of efficiency in skills built sequentially through the years. The robotics program at Woongarra has continued successfully in Years 6 and been extended to Years 4 and 5. Coding for a range of ICT activities, including Robotics, Minecraft and Scratch, is a new focus.

Interactive whiteboards, including those purchased through the *National School Pride* project, enhanced the potential for engaging students with ICT programs and rejuvenated pedagogical practice throughout the school. With the introduction of C2C units of work, this technology has become mandatory from Prep to Year 6.

Teachers all used their government-issued laptops for planning, assessment and reporting. The transition to *One School*, the state-wide database, also simplifies record-keeping, including behaviour management data. The introduction of C2C online learning has resulted not only in engaging students in interactive online learning, but also in up skilling teaching staff in the integration of ICT into their daily routines. Innovations have included the use of digital technology such as bloggers, iPads and iPod touches, and programs such as Photostory, Edstudio, Mindstorms, Audacity and Easi-speaks to record and edit some aspects of student work. The “blue room” located in the Resource Centre provides an excellent venue for filming.

Social Climate

As indicated by both our parent and staff opinion surveys, Woongarra has a highly supportive parent group, and sits within a community that, while growing, remains fairly consistent in terms of values relating to, and expectations of, schooling.

Teachers and ancillary personnel form a supportive and cheerful staff with solidarity ensured through open communication and regular professional and social events. There are many occasions when staff gives selflessly of their time outside school hours to celebrate student achievements or to take part in camping programs and excursions.

Students are encouraged to help each other, in particular, the Year 5/Prep Buddy Program highlights the way in which older children care for younger ones. *Better Buddy* awards are given out by the Chaplain regularly at assemblies to children who follow the 5 B's and who have shown consideration towards fellow students. Behaviour management, while not an area of concern at Woongarra, is assisted by a consistent and forefronted approach, guided by the mantra of the "5 B's": *Be Respectful; Be Responsible; Be Positive; Be Proud; and Be Tolerant*. The 3 Step Plan is now implemented across the school (1. Tell them to "Stop it, I don't like it! 2. Walk away. 3. Tell an adult) to particularly target bullying and other inappropriate behaviours.

In 2011, one of our Year 7 School Leaders and one of our Music teachers collaborated to write our school song which incorporates the 5 B's in its lyrics, and therefore helps the students to internalise the words. Hearing all the children singing the school song is quite an uplifting experience.

To improve support for students, Woongarra maintains a Chaplain - who also happens to be a trained teacher. She has proven a real asset to the school - engaging students who are outside the mainstream, assisting the Guidance Officer with establishing a lunchtime activities program, helping with our Friday morning breakfasts (provided through the Christian Heritage Centre), and providing a sympathetic ear for students and parents who choose to access her time.

In 2014 a system of tangible positive reward was established, where staff members give out small coloured cards called "Woonies" to children displaying behavior indicating they are enacting an aspect of the 5 B's. Class teachers then tally the awards at the end of each term and provide a tailored additional reward according to the number of "Woonies" earned.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	94%	96%
this is a good school (S2035)	100%	94%	98%
their child likes being at this school (S2001)	100%	94%	100%
their child feels safe at this school (S2002)	100%	94%	100%
their child's learning needs are being met at this school (S2003)	98%	91%	96%
their child is making good progress at this school (S2004)	98%	89%	96%
teachers at this school expect their child to do his or her best (S2005)	95%	91%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	98%	91%	93%
teachers at this school motivate their child to learn (S2007)	98%	94%	96%
teachers at this school treat students fairly (S2008)	100%	97%	93%
they can talk to their child's teachers about their concerns (S2009)	98%	94%	96%
this school works with them to support their child's learning (S2010)	98%	94%	96%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
this school takes parents' opinions seriously (S2011)	98%	97%	93%
student behaviour is well managed at this school (S2012)	100%	97%	98%
this school looks for ways to improve (S2013)	100%	94%	96%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	99%	100%
they like being at their school (S2036)	97%	98%	99%
they feel safe at their school (S2037)	97%	98%	99%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	97%	100%	99%
they can talk to their teachers about their concerns (S2042)	96%	93%	98%
their school takes students' opinions seriously (S2043)	99%	98%	98%
student behaviour is well managed at their school (S2044)	92%	94%	97%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	98%	100%
their school gives them opportunities to do interesting things (S2047)	97%	98%	99%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	98%	92%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	95%	90%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	92%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	98%	95%	100%
staff are well supported at their school (S2075)	95%	95%	86%
their school takes staff opinions seriously (S2076)	98%	92%	86%
their school looks for ways to improve (S2077)	98%	98%	92%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	98%	95%	91%

'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

The partnership with parents is regarded as a vital component of successful student learning at Woongarra, and we therefore create as many opportunities as possible to involve families in school life. Communication is transparent and frequent through not only the weekly newsletter, but also through face-to-face contact, regular class letters home, phone calls when necessary and of course regular reporting on students' progress through school reports and formal interviews. As a response to the digital age, in 2015 the school introduced a school "App" to broadcast relevant information to parents with Smart Phones.

All Individual Learning/Curriculum Programs for students with Special Needs are developed by the Head of Special Education Services in consultation with the parents, the Special Education Program Teacher, the class teachers, the Support Teacher – Literacy and Numeracy and where relevant, other support services such as Speech/Language Pathologists or Advisory Visiting Teachers..

Parent volunteers are always welcome and all classes avail themselves of parents' talents and assistance throughout the year. Several parents have undertaken the TAFE Certificate 3 for Teacher Aides and are supported by specific teachers. Our Parents and Citizens' meetings are very well-attended, our tuckshop has a secure supply of parent helpers and we have received positive feedback through the Parent Opinion Survey. This all attests to the welcome the parent body appreciates at Woongarra.

A number of events throughout the school year have become traditions at Woongarra strongly supported by families. The school ANZAC Day commemoration service, Under 8's Day and the Coastal Sports afternoon in preparation for district sports (which Woongarra hosts) are just some of the traditions of which we are very proud. Involvement of parents in these occasions frequently leads to their increased participation in the learning/teaching aspects of school.

Reducing the school's environmental footprint

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

The amount of use of electricity would have been expected to increase following the air-conditioning of all work spaces, as well as all classrooms now using interactive whiteboards on a daily basis.

We are not proud of our larger environmental footprint! Staff and students have been coached in how to manage the use of electrical appliances (e.g. turning off lights, computers & air conditioning) for energy efficiency in this technological age.

Care with water use has always been a focus, as the school is on tank and bore water, not mains supply.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	64,503	0
2013-2014	123,043	0
2014-2015	135,813	

*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.

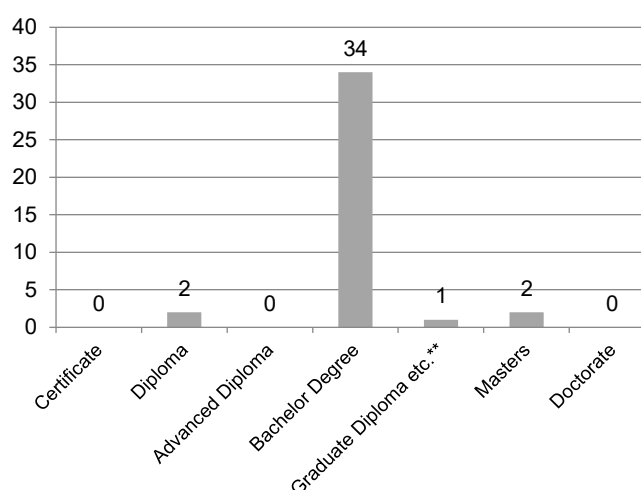
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	39	21	<5
Full-time equivalents	32	13	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	34
Graduate Diploma etc.**	1
Masters	2
Doctorate	0
Total	39



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$13507.23

The major professional development initiatives are as follows:

- Master Teacher PD – some required, otherwise Numeracy/Problem Solving/Reasoning;
- Special Education – Autism; Disability Standards;
- Classroom Profiling;
- Music Conference;
- ASOT Academy;
- Cued Articulation;
- Australian Curriculum (Languages);
- Differentiation;
- Maths – Michael Ymer;
- Learning Support;
- Reading – How to Read Challenging Texts;
- Unit Planning;
- ICT – Beyond the Basics and Scratch;
- First Aid training.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

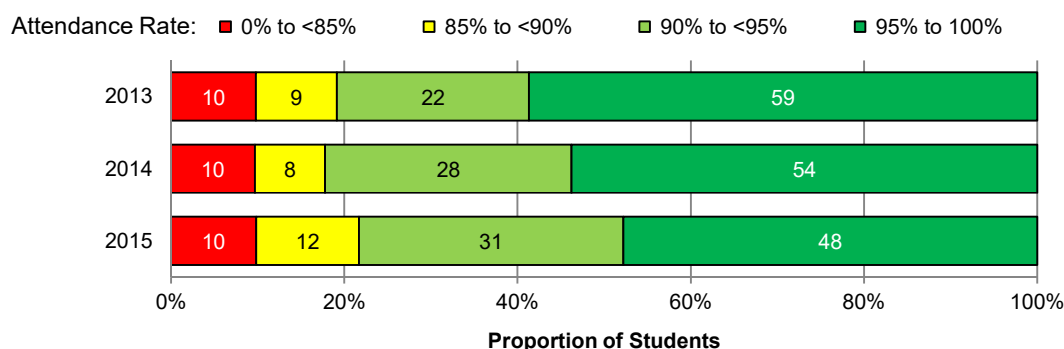
Student attendance rate for each year level (shown as a percentage)								
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	94%	94%	93%	94%	95%	94%	92%	95%
2014	95%	94%	94%	93%	95%	94%	93%	91%
2015	93%	94%	94%	93%	93%	94%	94%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Rolls are marked at the start of each morning and immediately after lunch. Rolls are sent to the Office every Friday and entered on One School. Absences are recorded as illness (I), holidays (H), sport (S), other (O), unauthorised (J) or unexplained (U).

With the introduction of a new phone system the school now has a dedicated “absence line” for parents to report their children’s illnesses or other reasons for absence. An “app” for Smart Phones has also been recently established whereby parents can identify their child’s absence. Caregivers are required to sign children in and out for late arrivals and/or early leaving in a register in the school office.

In the case of unexplained absences contact is made with the caregivers, either by the class teacher or the office personnel. Should long-term absences occur and contact attempted by the class teacher or office personnel unsuccessful, the Deputy Principal or Principal will attempt contact with the family. Once reasons are established for the absence, appropriate action is taken to ensure that the children concerned are able to attend school regularly. If there are issues which appear to be related to the care/safety of the children in the home environment, appropriate agencies (e.g. Department of Child Safety) are approached.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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/>.

To access our NAPLAN results, 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

Where it says ‘**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 NAPLAN information is available by selecting ‘**NAPLAN**’ 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 our school’s NAPLAN results.