



Tullawong State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Tullawong State School is a large co-educational Primary School (Prep to Year 6) with approximately 700 students, situated on the northern outskirts of Brisbane approximately 5 minutes from Caboolture. There is a significant commitment from the school to ensure that our students achieve to their potential. Many programs are in place to support and extend our students. Tullawong offers students many extra-curricular activities including school band, choir, string ensemble, school camps, student leadership groups, peer mediators and interschool sport. The school curriculum is very child-centred, future-orientated and focuses on providing rich, engaging experiences for all our students at Tullawong.

Our Core Values are:

- We all respect each other
- We care about and support each other
- We are consistent with our expectations and consequences
- We engage students with a curriculum that meets students' needs

Principal's Foreword

Introduction

The Tullawong State School Annual Report for 2017 reflects student, staff and community achievements and goals and also outlines future priorities and directions for the school in 2018.

School Progress towards its goals in 2017

Strategies:

An engaging curriculum based on the Australian curriculum, providing for all students a contextual, challenging and engaging curriculum that provides opportunities for ALL students to learn and experience success.

- Implement the whole school reading program
- Continue the intensive intervention program for students identified through school data at risk of not reaching the National Minimum Standard for Reading and Numeracy.
- Provide extension programs for students identified through school data (as capable of attaining the Upper 2 Bands of Reading, Writing and Numeracy).
- Develop evidence-based learning plans to address specific learning needs for all students in conjunction with parents/caregivers.
- Implement Yumi maths across the school to build student skills and strategies in Number
- Provide parents with meaningful opportunities to discuss, celebrate and plan student learning. Target – 2 activities each term in every classroom
- Professional development for staff in data literacy
- Curriculum and Assessment is quality assured to align to student achievement

A supportive school environment utilising the SWPBS (School Wide Positive Behaviour Support) framework, promote positive school-wide behaviours and a learning environment that assist all students to learn.

- Develop and phase in an alternate model to the SSC/RP for behavior management
- Continue to build partnerships within the school community
- Continue to implement and embed SWPBS across the school.
- Utilise Friendly Schools Plus program to embed a social skills framework and program
- Weekly assemblies recognising a social and academic successes
- Continue to provide parent and parenting information classes each term.
- Build capacity of staff to manage student behaviour through the PBL process and RBP.
- Implement an attendance monitoring system

An accessible education through collaborating with school staff and community organisations, provide support and intervention for students and families that foster access to a quality education for ALL students.

- Employ additional Speech Language Therapist one day per week
- Provide greater access to students in the assistive technologies
- Continue to develop the Indigenous Program, including support and cultural classes.
- Continue to support student and community engagement and attendance through the Nutrition Club, Swoop Café
- Introduction of Scholarship Guarantee
- Continue to deliver Kindy Links for early transition support and intervention into Prep.
- Implement a community volunteer program
- Develop external partnerships and Interagency support
- Alternative behaviour unit

An organised workplace through adopting systems and practices to uphold consistency, shared agreement and communication strategies that ensure ALL stakeholders are supported to fulfil their roles and responsibilities.

- Increase staff access to evidence-based professional development
- Implement a 'Social Media' platform to celebrate school achievements
- Improve teacher practice by implementing a process for teacher coaching, reflection and self-evaluation through classroom observation/feedback
- Improve teacher and support staff capability through focused coaching and professional development using their PDPs
- Build and deliver four OneNote books detailing each of the four pillars.
- Establish Professional Learning Centres for all year levels

Future Outlook

| FOCUS AREA | KEY STRATEGIES | OUTCOMES |
|--|---|--|
| <p>Successful Learners</p> <p>Strong foundations for lifelong learning and global citizenship Creative thinkers shaped by inspiring and challenging learning experiences Improved outcomes for all students Successful transitions to further learning and work</p> | <ul style="list-style-type: none"> Alignment of school units to ACARA and C2C is explicit Redesign Intervention program with a focus on Social-emotional Learning Continue implementation of the new TSS Reading program, 'READING THE KEY TO EVERYONE'S FUTURE' Indigenous focus through YUMI Deadly Maths, IEALD and Indigenous playgroup Early Start Success plan with learning goals for all students developed to set, monitor and review progress embedded with resourcing to support implementation. Process for recording and monitoring differentiated programs for students Whole school data plan Embed lesson learning goals and success criteria (WALT and WILF) as standard practice Engage staff in review of school behaviour management strategies and implement revised PBL action plan following Priority School Review by SIU. | <ul style="list-style-type: none"> Semester 1, ENG, Maths, HAS implementation and trial Science in Yrs 4 & 5 Semester 2, Science Implementation New intervention model introduced Staff engaged in YUMI maths PD and are able to demonstrate implementation in classes Teachers using Early Start Whole school data plan developed, understood and aligned for regular data cycle for review and planning Staff accessing centralised student data to support detailed analysis for forward planning All staff engaged in ICT PD for ICT Improve percentage of students above NMS for reading Increase the percentage of students above the NMS for Numeracy Or have an evidence-based learning plan in place to address their specific learning needs Increase the percentage of students on Year 3 achieving the Upper 2 Bands for Reading and Numeracy Increase the percentage of students in Year 5 achieving the Upper 2 Bands in Reading and Numeracy 100% of 'red-zone' students supported through appropriate programs including IBSP, ICP, ESFP |
| <p>Great People</p> <p>Skilled and committed teachers focused on each students' learning and achievement</p> | <ul style="list-style-type: none"> Develop role and responsibility statements for each staff member Create expert teaching teams with increased autonomy to access resources and implement targeted strategies. ASOT lesson design unpacked and implemented through Gradual Release of Responsibility (GRR) Develop and implement a distributed leadership model to enable more input into decision-making and collegial collaboration Implement performance development plans (PDP) for all staff that facilitates observation, assessment and feedback using Australian Professional Standards for Teachers and aligned to the Explicit Improvement Agenda. Embed coaching and mentoring practices Provision of quality feedback Continue with Senior Leadership team (SLT) visiting classrooms working with teachers and providing quality feedback Continue focus on teachers working with teachers and members of the leadership team to improve performance Annual process for systematically allocating time for collegial visits, planning and review processes. Develop and implement a staff recognition and reward system | <ul style="list-style-type: none"> Roles and responsibilities published for all staff Four staff trained as Advanced Classroom Profilers Classroom profiling embedded as part of the school annual planning and review cycle. Team Leader model implemented and reviewed ASOT embedded as part of lesson observation and feedback process LCC agreement in place for lesson observation and feedback process Evidence of impact from observation and feedback shown through data reports Timetable of class visits published List of success stories published |
| <p>High Standards</p> <p>Performance information and evidence focused on improving services Quality standards and regulation Safe and inclusive learning and working environments</p> | <ul style="list-style-type: none"> Implement PBL Action plan to support consistency of strategies and expectations across the school Ensure rigorous tracking and follow up of student attendance data Continue to Close the Gap for Indigenous students utilising whole of school intervention practices Work collaboratively within and across schools using inquiry cycles to improve student outcome. Use data walls to track and reward high performance Create a whole school data plan that enables regular and systematic interrogation of performance data and maintains a focus on accountability Review the impact on student outcomes using evidence. Scale up and share successful practice. | <ul style="list-style-type: none"> Revised PBL artefacts and school organisational model embedded across the school New model to replace Gold Pass operationalised Class teachers using data reports to analyse class and year level BM data Staff trained to deliver ESCM to others within the school 10% reduction in Major incidents and SDAs 15% reduction in minor referrals 20% increase in documented positive communication with families Attendance above 90% |
| <p>Engaged Partners</p> <p>Parents and carers involved in their child's learning and development Students, parents and the community involved in school decision making</p> | <ul style="list-style-type: none"> Work collaboratively with Tullawong State high to develop local learning community Continually review communication strategies to ensure all stakeholders have timely access to relevant information Work collaboratively with Tullawong SHS to support transition to high school Develop Agreements with feeder kindergartens focussing on mutual benefits through the Kindy Links program Continue driving Every Day Counts with school community Continue Indigenous playgroup and explore possibility of introducing one for mainstream Promote school achievements to school community utilising a range of strategies including new technologies such as QSchools and Facebook Use interagency resources to support student needs Explore the possibility of becoming an Independent Public School | <ul style="list-style-type: none"> SOS indicates a satisfaction at or above like schools. Increased number of documented programs with Tullawong SHS Increase traffic on Facebook page Increased participation in playgroups Increased engagement of parents and community in school events and activities Proposal to become an IPS tabled and discussed. |

Our School at a Glance

School Profile

| | |
|-------------------------------------|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2017: | Prep Year - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 978 | 516 | 462 | 126 | 89% |
| 2016 | 826 | 433 | 393 | 118 | 88% |
| 2017 | 756 | 381 | 375 | 138 | 90% |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The Tullawong State School student population has been in decline during the period 2016 – 2017 as a result of new schools opening in the area. Approximately 70 students have diagnosed disabilities and are integrated into mainstream classes across the school. 15% of the student population identify as Aboriginal or Torres Strait Islander descent. A high proportion of Year 6 Tullawong State School students in 2017 enrolled at local State High Schools within the district.

Average Class Sizes

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

| AVERAGE CLASS SIZES | | | |
|---------------------|------|------|------|
| Phase | 2015 | 2016 | 2017 |
| Prep – Year 3 | 24 | 23 | 22 |
| Year 4 – Year 6 | 27 | 26 | 26 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

Teaching and learning at Tullawong State School in 2017 incorporated:

- English, mathematics, science, geography and history delivered as discrete learning areas, following the Australian Curriculum and school- based programs
- Related tasks incorporating The Arts and Technology
- Specialist lessons taught by specialist staff in Music, LOTE (Chinese) and Physical Education.
- High expectations of students as promoted through the whole school implementation of Positive Behaviour for Learning



- Differentiated pedagogy to suit the level of the students including Individual Curriculum Plans in English and Mathematics for identified students
- Constructive feedback provided to students to help improve learning

Tullawong State School offers a selection of extension programs to support capable and motivated learners in a variety of learning areas.

Co-curricular Activities

A number of programs are offered to students that present the opportunities for them to pursue their individual interests and further develop their own skills and abilities by participating in challenging and interesting activities.

- School Choir
- Student Council
- Student Leadership groups
- School Concert Band
- School Strings ensemble
- Inter and Intra School sport for Year 4-6 students
- Music Workshops – Beginner and Advanced levels
- Parade presentations and contributions
- School Camps and excursions
- Representation at community based events eg, ANZAC Day ceremony
- Student participation in planned and supervised playground activities
- High School transition and University programs
- Early Years Celebrations
- Mid-year and end of year recital evenings

How Information and Communication Technologies are used to Assist Learning

Digital Pedagogy is defined as the convergence of technical skills, pedagogical practices and understanding of curriculum design appropriate for digital learners. Digital Pedagogy used effectively supports, enhances, enables and transforms teaching and learning to provide rich, diverse and flexible learning opportunities for a digital generation.

It provides the basis for engaging students in actively constructing and applying rich learning in purposeful and meaningful ways. Digital Pedagogy enhances opportunities for authentic, contextualised assessment that supports learning in a digital context. The Digital Pedagogy program incorporates contemporary teaching and learning strategies. It features personalised approaches, intellectual rigour and engagement, connectedness to global contexts, supportive and collaborative classroom environments and a clear alignment of curriculum, assessment and reporting to improve outcomes for students.

- All classrooms contain a data projector and sound system
- All teaching staff have access to laptop computers to enhance contemporary teaching methods
- Continued mobile device acquisition program that has seen the increased use of iPads across the campus through all year levels.

A fully networked campus that utilises 100% wireless computing access for students and staff is operational.

Social Climate

Overview

Tullawong State School has high expectations of student behaviour and implements a Responsible Behaviour Plan for Students that supports all students. The school is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong well-being. The implementation of the Positive Behaviour for Learning framework is a central focus in developing consistency of practice across all year levels and across all settings in the school community. As noted earlier in this Report, the continuing implementation and success of this framework is a major agenda for our school in 2018. The school community is supported by a Chaplain who works across the school and its community three days a week. We have close links with our Adopt-A-Cop, PCYC and local charities and businesses. We provide access for all students to a Brekkie Club every day before school that is well patronized each morning. Local food businesses provide excess stock to us and it is distributed to needy children and their families throughout the day (eg, bakery items, fresh fruit and vegetables).



Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree [#] that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016) | 86% | 83% | 90% |
| this is a good school (S2035) | 93% | 74% | 87% |
| their child likes being at this school* (S2001) | 93% | 78% | 87% |
| their child feels safe at this school* (S2002) | 93% | 78% | 87% |
| their child's learning needs are being met at this school* (S2003) | 88% | 83% | 97% |
| their child is making good progress at this school* (S2004) | 86% | 78% | 93% |
| teachers at this school expect their child to do his or her best* (S2005) | 95% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 83% | 91% | 86% |
| teachers at this school motivate their child to learn* (S2007) | 83% | 96% | 90% |
| teachers at this school treat students fairly* (S2008) | 85% | 86% | 79% |
| they can talk to their child's teachers about their concerns* (S2009) | 90% | 91% | 90% |
| this school works with them to support their child's learning* (S2010) | 87% | 87% | 90% |
| this school takes parents' opinions seriously* (S2011) | 82% | 77% | 86% |
| student behaviour is well managed at this school* (S2012) | 66% | 55% | 57% |
| this school looks for ways to improve* (S2013) | 85% | 91% | 86% |
| this school is well maintained* (S2014) | 95% | 70% | 90% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 98% | 94% | 88% |
| they like being at their school* (S2036) | 97% | 89% | 90% |
| they feel safe at their school* (S2037) | 97% | 82% | 88% |
| their teachers motivate them to learn* (S2038) | 100% | 95% | 93% |
| their teachers expect them to do their best* (S2039) | 100% | 99% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 95% | 90% | 94% |
| teachers treat students fairly at their school* (S2041) | 94% | 82% | 86% |
| they can talk to their teachers about their concerns* (S2042) | 95% | 81% | 82% |
| their school takes students' opinions seriously* (S2043) | 93% | 78% | 78% |
| student behaviour is well managed at their school* (S2044) | 75% | 52% | 52% |
| their school looks for ways to improve* (S2045) | 97% | 93% | 94% |
| their school is well maintained* (S2046) | 92% | 75% | 82% |
| their school gives them opportunities to do interesting things* (S2047) | 96% | 88% | 86% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 91% | 83% | 89% |
| they feel that their school is a safe place in which to work (S2070) | 78% | 64% | 72% |
| they receive useful feedback about their work at their school (S2071) | 84% | 64% | 82% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 97% | 84% | 91% |
| students are encouraged to do their best at their school (S2072) | 96% | 91% | 97% |
| students are treated fairly at their school (S2073) | 84% | 81% | 79% |
| student behaviour is well managed at their school (S2074) | 67% | 47% | 44% |
| staff are well supported at their school (S2075) | 72% | 70% | 73% |
| their school takes staff opinions seriously (S2076) | 80% | 82% | 82% |
| their school looks for ways to improve (S2077) | 98% | 96% | 95% |
| their school is well maintained (S2078) | 91% | 81% | 85% |
| their school gives them opportunities to do interesting things (S2079) | 82% | 79% | 88% |

* 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, carers, families and the broader community play a vital role in supporting successful learning outcomes for students at Tullawong State School. At Tullawong we value community partnerships and deliberately and purposefully incorporate a number of strategies and activities which promote community engagement. Parents are viewed as partners and we promote these links through regular and open communication through newsletters, our school website which contains news articles and a calendar of events as well as important school information, and monthly Parent and Citizens' Association meetings. Parents are also regularly invited to attend special events such as our ANZAC day ceremony and town march, our awards assemblies, regular assemblies and our school fundraising events.

We value community collaboration and encourage the presence of our Indigenous elders and adopted Aunts and Uncles at our school events. Parents are also invited to information sessions about curriculum and our improvement agenda and we regularly update our school newsletter with learning tips for parents. We value and acknowledge the work of parents and volunteers as well as giving parents regular opportunities to be informed about and to share in their child's learning and the life of the school through newsletters, assemblies and learning celebrations. Our supportive P&C actively fundraises to build school facilities and enhance school resourcing.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The programs focus on personal safety and awareness, including identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. We strive to build a culture that seeks to prevent gender based violence, through the building of respectful relationships.

This involves a fortnightly focus that is framed around social and emotional learning skills and personal and social capability.

The Friendly Schools classroom resources takes on a strength based approach, designed to improve social and emotional development in areas such as social knowledge and social skills and promoting positive peer relationships and teacher-child relationships.

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 | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 427 | 426 | 363 |
| Long Suspensions – 11 to 20 days | 8 | 4 | 5 |
| Exclusions | 4 | 3 | 1 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

Reducing the school's environmental footprint

Tullawong State School has increased its consumption of electricity over the last financial year. Increases are evident as a result of air conditioning being installed across the campus during this time. Guidelines around the efficient use of the air conditioning (eg, not used in the cooler months of the year, and units being turned off at the end of the school day) are strategies that have been introduced to manage the increase in electricity consumption. We believe the inconsistencies with the water usage may be due to irregularities with the data recording of water consumed on the school site. The school community is conscious of the environment and has adopted recycling programs with local charity organisations and the Moreton Bay Regional Council.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 207,911 | 8,945 |
| 2015-2016 | 243,991 | 14,446 |
| 2016-2017 | 252,699 | 8,666 |

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

GO

Sector:

Government

Non-government

SEARCH

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

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 56 | 47 | 5 |
| Full-time Equivalents | 52 | 27 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 0 |
| Masters | 8 |
| Graduate Diploma etc.** | 4 |
| Bachelor degree | 40 |
| Diploma | 4 |
| Certificate | 0 |

*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 2017 were \$65 568.

The major professional development initiatives are as follows:

- Reading programs
- Social and Emotional programs
- Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2017 was 96%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| 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 was retained by the school for the entire 2017.

Performance of Our Students

Student Attendance

Student attendance

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

| STUDENT ATTENDANCE 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 89% | 88% | 89% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 86% | 83% | 85% |

*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 2017 for all Queensland Primary schools was 93%.

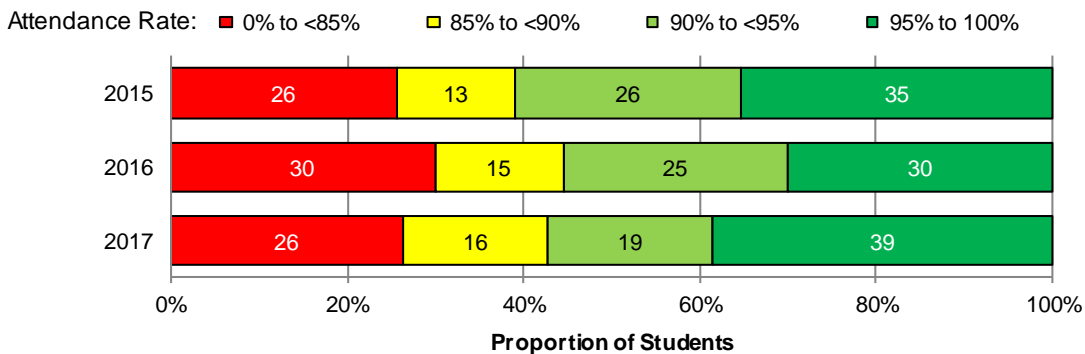
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 91% | 88% | 88% | 87% | 91% | 89% | 88% | | | | | | |
| 2016 | 89% | 90% | 87% | 88% | 85% | 89% | 89% | | | | | | |
| 2017 | 91% | 88% | 91% | 90% | 87% | 85% | 90% | | | | | | |

*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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

Non-attendance is managed in state schools in line with the DET 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' attendance is tracked by rolls that are marked twice a day – at 8:30am and again at 1:40pm. Students leaving school before the official end of the day or arriving late to school are required to register at the office and rolls are amended to reflect an early departure or a late arrival.

In 2016, an attendance management strategy was introduced that involves the sending of text messages to parents or carers when their child or children are absent from school without explanation. Follow up on unexplained absences is undertaken and a member of the administration team phones parents and carers to discuss an unexplained absence and offers support or strategies to assist the family work with the school to improve attendance. Early data collation demonstrates that this strategy is meeting with some success in improving student attendance across the school.

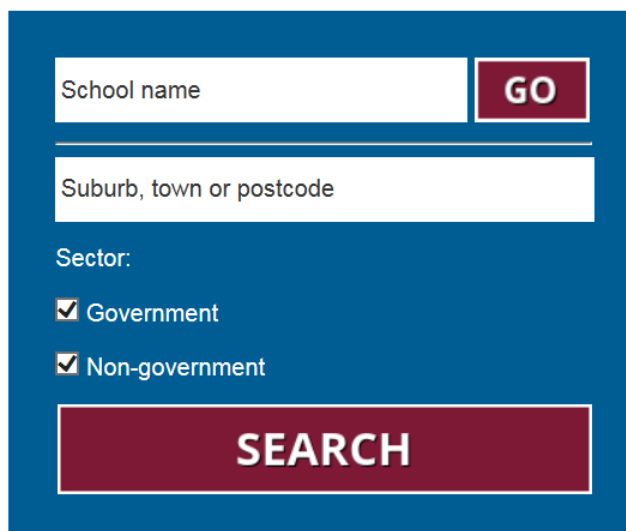
Regular attendance is encouraged and acknowledged through promotion in the school newsletter, on assemblies and in classrooms.

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/>.

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked radio buttons:
 - Government
 - Non-government
- A large red button with the word "SEARCH" in white capital letters.

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 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.