



Ingham State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Ingham State School emphasises the maximising of learning potential within an environment where our students feel supported and safe. Engagement, curiosity, and enjoyment are crucial elements within our classrooms. Our students are motivated to be academic risk-takers, resilient and confident. Within such an environment they take increasing responsibility for their own learning and behaviour. Our students are encouraged to become more independent, to gain a strong understanding of who they are, to develop a strong self-belief, and display a sense of empathy for others. They are taught strategies to deal with conflict. Our School Wide Positive Behaviour Plan is based around the belief that children need to understand that there are consequences for both acceptable and unacceptable behaviours. Our teaching and learning programs acknowledge that our young people need the knowledge to analyse information, collaborate with others, and communicate their ideas using an array of technologies.

Our teachers are dynamic and committed to ensuring they have the potential to provide for the different needs and learning styles of our students. Three of our teachers have won prestigious awards over the past years - the Peter Doherty Award for Excellence in Professional Science Leadership and the Smart Classrooms Regional Teacher Award for significant progress in making ICT integral to learning. Our students are provided with opportunities to learn to work productively as individuals and also harmoniously as a member of a group.

We promote innovative teaching and learning strategies, encouraging higher level thinking, research strategies, and open-ended problem solving. This has resulted in excellent Science, Technology and Literacy programs. Student initiative and leadership are fostered and nurtured. A Student Buddy Program allows all Year 6 students to further develop mentoring skills, empathy, self-management, and responsible decision-making and enables the younger students to feel more comfortable and secure in the first few months of the year. We provide an excellent range of support services including enrichment which focus on analysing student needs and learning styles. We research and develop evidence-based programs to address specific needs with a major emphasis on Explicit Teaching. Our Special Education Program scaffolds effective delivery of learning activities to maximise academic and life skills opportunities for a wide range of identified students.

Ingham State School offers a wealth of extension activities including an instrumental music program. Our students are also very involved and successful in sport. Soccer, rugby league, netball, tennis, cricket, Australian football, swimming and gymnastics are all offered to Ingham State School students. Students are also encouraged to participate in public speaking competitions, local government competitions, and community and school celebrations.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

- Key School Improvement goals: 85% of all students will achieve C or better in English in 2017

Achieved - Years 1-6

- 29% of students will achieve A and B standards in English across the school. **Achieved**
- Australian Curriculum – review of Curriculum planning and maximise effectiveness of planning and pedagogy **Review completed but further professional development will be ongoing in 2018 to ensure maximised effectiveness of planning and pedagogy**
- Embed collaborative year level planning including relevant pre-test and shared review of English curriculum units.
Collaborative planning and mentoring to continue in 2018.
- Quality assure assessment results through whole school moderation and trial external moderation of English assessment with PLC Black schools.

Moderating of English units internally and then with schools across the region was extremely successful to quality assure our assessment and maintain consistency of practice across the school and the region



- Ensure peer collaboration and observations of practice with constructive feedback.

Commenced and ongoing goal for 2018

- Increase proportion of students in NAPLAN U2B in Year 5 Reading.

Achieved

- Implement 4 lesson Sequence and Speech Sound Pics resource across P-2 Goal: 70% of P-2 students will achieve end of year PM bench marks (NQR)

Implemented 4 lesson sequence and speech Sound Pics in 2017 and shall review in 2018. Reading and comprehension in the Early Years to remain major goal for 2018.

- Build effective Professional Learning Communities (PLCs) to communicate consistent and relevant pedagogy (e.g. differentiated teaching and learning practices within classrooms), tools and artefacts with a particular focus on English. Goal: 80% of staff involved in Plan4Me, Circles of Practice, Learning Wall for staff clarity around English planning.

All staff involved in collaborative planning and remains ongoing goal for 2018 to ensure PLCs as effective as possible.

- Ensure processes in place so that all teachers are confident to help students develop skills in designing, creating and evaluating digital solutions to meet needs. Goal: All classes following Digital Technologies curriculum

Achieved

Future Outlook

Key School Improvement goals:

- *85% of all students will achieve C or better in English in 2018*
- *Increase the number of Year 5 students in U2B numeracy from 13% to 16% in 2018.*
- *Improving Reading results in the Early Years*
- *Improving outcomes for Prep and Year 3 Indigenous Students in Reading and English*

Strategies

- Ensure effective use of scope & sequence documents to quality assure planning for assessment literate learners.
- Embed the use of continuous formative assessment to determine planning and pedagogy. (Collective monitoring) Literacy leader exploring techniques to accelerate low learners in Prep using PM benchmarks and Early Start as Base line data -combination of established oral language and reading and writing strategies
- Introduce Every Year 3 Indigenous student succeeding through reading program (identified students) so that these students are better able to access the curriculum.
- Continue focus on providing planning workshops, mentoring and PD on English and literacy and further emphasis also on problem solving capability and addressing student differentiation.
- Continue collaborative year level planning with relevant pre-test and shared review of English curriculum units
- Access the region's capacity development resources to enhance the quality of instructional leadership in the school with emphasis on modelling and coaching of Teaching with a Literacy Focus/ Collective Monitoring using the Gradual Release of Responsibility Model and also building further capacity of Literacy Leader and STL&N to support teachers to improve Indigenous students attendance and outcomes.
- Collaborate with the high school regarding planning, data and pedagogical practices in years 6 & 7 with particular emphasis on writing. Investigate possible collaboration around intervention, extension and enrichment programs also
- Build teacher capacity in teaching problem solving strategies
- Provide additional differentiation opportunities by Numeracy Leader.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	364	176	188	83	93%
2016	337	165	172	51	91%
2017	307	153	154	58	97%

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

Ingham State School is a coeducational school that caters for children from many and varied backgrounds and ability levels. The school ICSEA value is 949. We have a small number of students in Out-of-Home-Care, and approximately 6% of the total student population in 2017 had an AIMS verification. We have students with many different cultural backgrounds including Italian, Finnish, Indigenous and Indian. In 2017 we had Indigenous students. Differentiation ensures that challenges are provided for more able students as well as providing for the students who require additional support in accessing the curriculum. Parents engage in a wide range of occupations and have high expectations for student learning and behaviour.

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	23	21	21
Year 4 – Year 6	28	28	25
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Enhanced teacher capacity through mentoring and a responsive professional development program ensures a cohesive aligned curriculum and pedagogy to the Australian Curriculum. A consistent approach to the planning and delivery of curriculum across the school is employed to ensure that students are engaged and develop key knowledge and skills. Teachers are released from class each term to plan collaboratively with their year level colleagues.



- Excellent Science and Technology programs - there has been a focus on developing an environment that promotes innovation and excellence in teaching and learning. Over the past 10 years our school has been recognized for this excellence - our teacher librarian/science facilitator has won the extremely prestigious Peter Doherty award for excellence in Science and Science Education. Year 6 students have won the 'Townsville Wonders of Science' competition. One of Ingham State School students has received the International Competitions and Assessments for Schools (ICAS) Year 6 Gold Medal for the highest results in Science (only 3 students in the state achieved this honour). This year the school collaborated with James Cook University on The Ways of Working Project which enabled teachers and students to co-design, co-pilot and co-investigate problem-based, place-based STEM curriculum with open-ended design requirements that fostered students' 'thinking in technologies' as they work for their preferred futures. Students developed knowledge, understanding and skills to create innovative solutions to a local issue of concern to them as young citizens of Ingham, namely how to promote tourism and supply information on attractions in a snappy, attractive digital format. Students used coding software and the Aurasma app.
- Well-established Music and Instrumental programs
- An excellent range of support services is provided, including Special Education and learning support and extension and enhancement for students, which focus on analysing student needs and learning styles and researching and developing programs which cater for specific needs.

Co-curricular Activities

- Students are encouraged to participate in public speaking competitions, local government competitions, local festivals and cultural activities involving performing arts, visual arts, and media. Our students were extremely successful in the Ingham Junior Arts Festival in areas of dance, drama, creative writing, technology, drawing, painting, language and music.
- Soccer, rugby league, netball, tennis, cricket, AFL, swimming and gymnastics are all offered to Ingham State School students. Ingham State School has won the Herbert River District Cross Country Trophy many years and excel in football, soccer, swimming and netball. Choir and instrumental performance opportunities are available for students.
- Students taking responsibility for parade, audio, environmental activities, and consultative decision making ensures elected leaders are offered opportunities to practise their leadership and communication skills and guarantees a 'student voice'.
- A Student Buddy Program allows all Year 6 students to further develop mentoring skills, empathy, self-management and responsible decision making and enables the younger students to feel more comfortable and secure in the first few months of the year
- The whole school dances 3 or 4 mornings a week before school, this practice encourages supportive relationships across all the year levels and an opportunity for students for physical exercise before classes commence. Research also illustrates additional health benefits of dancing including stress reduction, increased serotonin levels, and a sense of wellbeing. The mornings that dance is not taken the whole school has opportunities for other exercise or can choose to be part of the reading groups.

How Information and Communication Technologies are used to Assist Learning

Embedding digital pedagogy is an important aspect of the quality teaching and learning at Ingham State School. Teachers use computers, iPads and other digital devices to support curriculum outcomes and help motivate our students and prepare them to enter the 21st century workforce. Students at Ingham State School have the opportunity to use Windows base platform computers in 2 computer labs and individual classrooms. These are used for word processing, Excel, Internet research and PowerPoint and other digital presentation apps across different Learning Areas. Access to Interactive white boards and panels provides further opportunities for more effective teaching and learning strategies also. We have also been a Launch School for Digital Technologies since 2015 and we plan to join the #qldtechschools in 2018. Ingham State School collaborated closely with James Cook University on a project that encouraged our students to be innovative creators of digital solutions. Exploring Digital Technologies gives students an opportunity to develop a deep knowledge of and understanding of information systems. Digital Technologies also gives students a range of skills that allow them to express themselves creatively in ways that we haven't even thought of before. Our students have experimented with coding using Scratch and are implementing their understanding with digital Blue Bots. All teachers have been issued with a laptop from the Computers for Teachers scheme which they use to deliver high quality units of work aligned with the Australian and Queensland curriculum.

Social Climate

Overview

Innovative curriculum programs and pedagogy are promoted at Ingham State School to engage students and cater for individual abilities and learning styles as it is our belief that children who are motivated, challenged and involved will be better learners and less likely to be disruptive or noncompliant.



Independence, self-discipline and responsible behaviour are attributes encouraged throughout the school. The Behaviour Management Team continued to oversee the implementation of our School Wide Positive Behaviour Plan. Our Behaviour Management teacher is extremely proactive and highly innovative and school profiling is encouraged across the school. The school's focus is always on the development of positive programs to support all students. Teachers and students are encouraged to actively explore the motivation and behaviours needed to comply with school rules. Our 'Bounce back' program which is implemented across the school focusses on the explicit teaching of social and emotional learning. Although our focus is on being proactive we continued our strong anti-bullying stance ensuring students and staff have assurance that if bullying or harassment are identified, immediate intervention would take place. Parents and community are encouraged to work closely with the school to support and encourage positive student growth. We consider Student Voice as an important aspect of our school decision making - the Student Council besides providing positive role models allows greater access for all students to the opportunity to express opinions and ideas regarding any concern, issues or suggested reform or school improvements.

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)	100%	93%	96%
this is a good school (S2035)	100%	97%	92%
their child likes being at this school* (S2001)	100%	97%	92%
their child feels safe at this school* (S2002)	100%	97%	96%
their child's learning needs are being met at this school* (S2003)	100%	93%	92%
their child is making good progress at this school* (S2004)	100%	97%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	93%	92%
teachers at this school motivate their child to learn* (S2007)	92%	97%	92%
teachers at this school treat students fairly* (S2008)	91%	90%	84%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	96%
this school works with them to support their child's learning* (S2010)	100%	93%	92%
this school takes parents' opinions seriously* (S2011)	83%	93%	92%
student behaviour is well managed at this school* (S2012)	92%	93%	88%
this school looks for ways to improve* (S2013)	100%	97%	92%
this school is well maintained* (S2014)	100%	97%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	98%	97%	99%
they feel safe at their school* (S2037)	95%	100%	100%
their teachers motivate them to learn* (S2038)	100%	98%	99%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	100%
teachers treat students fairly at their school* (S2041)	92%	97%	97%

Performance measure			
Percentage of students who agree* that:	2015	2016	2017
they can talk to their teachers about their concerns* (S2042)	97%	97%	97%
their school takes students' opinions seriously* (S2043)	94%	99%	94%
student behaviour is well managed at their school* (S2044)	91%	97%	95%
their school looks for ways to improve* (S2045)	100%	99%	100%
their school is well maintained* (S2046)	98%	98%	100%
their school gives them opportunities to do interesting things* (S2047)	98%	98%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	93%	94%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	95%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	97%	97%	97%
student behaviour is well managed at their school (S2074)	97%	90%	93%
staff are well supported at their school (S2075)	93%	90%	80%
their school takes staff opinions seriously (S2076)	93%	93%	87%
their school looks for ways to improve (S2077)	96%	97%	93%
their school is well maintained (S2078)	100%	94%	97%
their school gives them opportunities to do interesting things (S2079)	93%	90%	97%

* 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

At Ingham State School, we work in partnership with parents, carers and family members to teach and help every child, every day to achieve their potential. Research has found that parental involvement in learning, particularly parent aspirations for their child's learning, has an above average effect on student learning progress. (Hattie, 2010).

The P & C are a major part of the school management and leadership group; we continue to work collaboratively to provide opportunities for our students to achieve their greatest potential. We plan together to ensure that our students have the best possible access to learning and resources. We also consult with parents so that they are an integral part of the decision making process concerning individual programs and curriculum adjustments. These are provided so that all students are able to access and participate in learning experiences that cater for specific needs. Parents give support in classrooms, collaborate on submissions, and run functions where the emphasis is on encouraging great school and community spirit. The school continued to provide workshop opportunities for parents.

The areas we focused on for parent workshops in 2017 were Digital technology, Reading (4 lesson sequence and Speech Sound Pics) and number. We once again concentrated in 2017 on ensuring parents had an understanding of our core learning priorities for improvement, illustrating strategies that parents can use to help their child succeed at school. We communicated this through workshops, presentations to the P&C, our weekly newsletter, our school website and our Facebook Page. In 2017, our playgroup continued being an environment where parents and children interact with other parents/caregivers and their children. The goal of the program continues to be creating

greater opportunities for learning through play ensuring children from 0-4 years develop new skills and gain confidence by interacting with other children. Playgroup develops physical skills, teaches problem solving, communication and social interaction.

Throughout 2017, we continued to reiterate our belief in the importance of parent involvement in their child's learning and continued to actively promote our 'open door' policy. As is our custom we had a meeting with parents early in Term 1 so that parents met all the teachers, understood the different roles members of the leadership team have and gain an understanding of the 2017 improvement agenda. We reported student progress to parents/caregivers twice during the year. Written reports were issued at the end of Term 2 and end of Term 4 with scheduled conferences organised around that time also.

Respectful relationships programs

Ingham State School has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Aspects of the Health curriculum cover aspects of personal safety and people in the community whose job it is to help ensure the safety of us all. Our school also was involved in presentation that encourage resilience and safety. Our School Wide Positive Behaviour Support and Kids Matter Framework and 'Bounce Back' focus on personal safety and awareness and on giving students the knowledge and skills to resolve conflict without violence. This has resulted in a positive school environment where each student is taught proactive social skills through our re-bounce program. Through these frameworks and programs students are taught to recognize, react and report when they, or others, are unsafe.

Within this positive environment we foster relationships with parent and carers, encouraging ongoing communication and working to bring consistency in the support we offer our students and families.

Finally, through our Referral Support Team we look to identify and support any student who needs support, academically, socially including those who may be struggling with mental health issues.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy 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	9	10	8
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The environmental team in 2017 concentrated on invigorating vegetable and fruit gardens. The planting and maintenance of healthy sugar cane was an important area for the students to learn about how to grow healthy organic crops and this district's heritage. Fruit and vegetables from the students' gardens were donated to the tuckshop. Staff and students continued to prioritising turning off all air conditioners, fans and lights when they left their rooms and air conditioners were used in summer and only in other seasons when essential. Efficient and water use was discussed with classes. Environmental students practice sustainability promoting composting and this is then used successfully on the gardens.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	163,139	7,077
2015-2016	65,813	1,698
2016-2017	149,135	2,228

ENVIRONMENTAL FOOTPRINT INDICATORS

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	32	22	<5
Full-time Equivalent	25	11	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	6
Bachelor degree	23
Diploma	2
Certificate	

*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 \$ 34 926.47.

The major professional development initiatives are as follows:

Release of teachers to engage in professional learning and/or mentoring in Reading, Speech Sound Pics, English, Individual curriculum Plans (ICPs), Classroom Management Profiling, and digital technologies.

Release of teachers to engage in curriculum, assessment planning and moderation with mentors and year level colleagues and also interschool moderation.

Costs associated with staff participation in specific learning programs including Beginning Teacher PD, Schoolwide Positive Behaviour Support, Comprehension (Sheena Cameron, QAR Framework and Strategies), 4 Leson Sequence.

The proportion of the teaching staff involved in professional development activities during 2017 was 100 %.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	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

Key Student Outcomes

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).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	81%	86%

*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%.

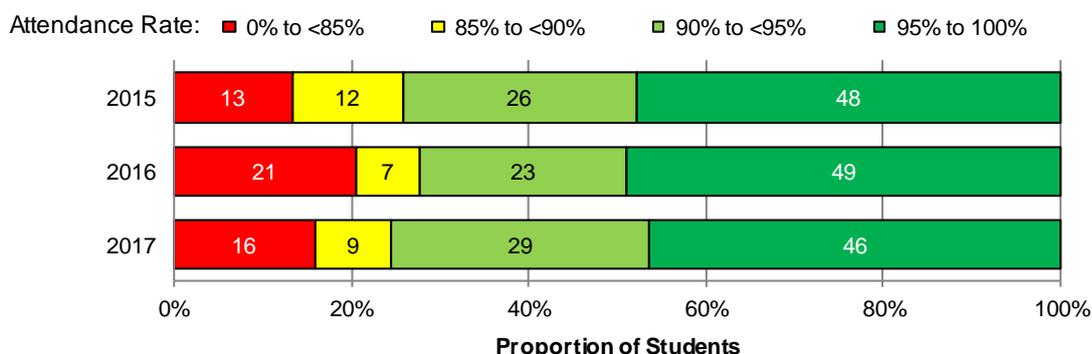
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	92%	93%	89%	94%	93%	94%						
2016	93%	91%	93%	92%	88%	91%	92%						
2017	92%	94%	92%	92%	93%	91%	92%	DW					

*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.

The impact that attendance has on student learning is clearly articulated to our school community. Teachers mark rolls electronically every morning and afternoon. Teachers and administrative staff remind students and parents that it is compulsory for all children from Prep to Year 6 to attend primary school every day unless there is a satisfactory explanation for absence. This is also stated in our prospectus. It is explained moreover that it is the responsibility of parent/guardian/carer to ensure that they contact the school prior to any planned absence and that parents must provide the reason for any absences prior to 9:00am on the day of absence. Several methods are made available for notifying the school include contacting via the office, the student absence line, email or in person. An unexplained absence same-day text messaging system is used if a child is absent without notification. Administrators follow up with parents and students examining issues affecting attendance, identifying support options if needed, and following procedures identified in the Department flowchart "Managing Unexplained Absences". For persistent truancy or absenteeism, administrators follow procedures identified in the Department flowchart "Process for Persistent Truancy or Absenteeism for Children of Compulsory School Age".

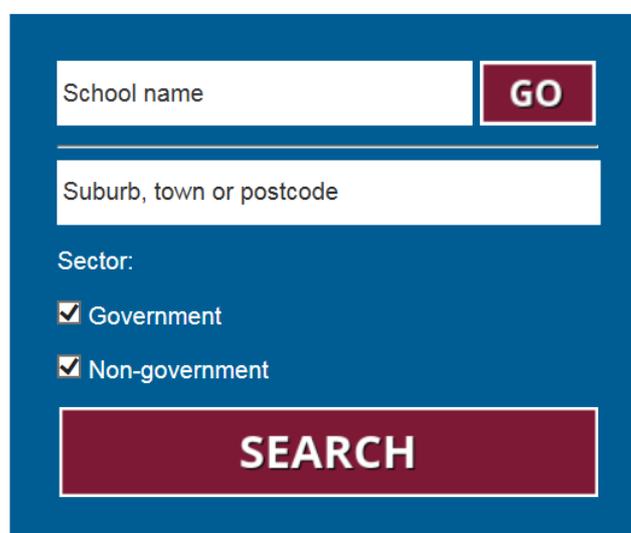
An attendance shield is used to encourage students to come to school every day. Each week the classes that have no unexplained absences are recognized on assembly and they get to hold the shield in their classroom for the following week. The key message that "Every day counts" is consistently communicated to our school community via the school newsletter and through Ingham State School's Facebook page.

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 with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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.

Conclusion