Ingham State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

Postal address	PO Box 388 Ingham 4850
Phone	(07) 4776 9333
Fax	(07) 4776 9300
Email	principal@inghamss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Jo McDougall – Acting Principal 2019

From the Principal

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 few 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.

School progress towards its goals in 2018

Ingham State School Key School Improvement goals:
1. 85% of all students will achieve C or better in English in 2018
2. Increase the number of Year 5 students in U2B numeracy from 13% to 16% in 2018.
3. Improving Reading results in the Early Years
4. Improving outcomes for Prep and Year 3 Indigenous Students in Reading and English
    - 38% of Indigenous students in Prep achieving level 8 PM Benchmark
    - 82.7% of Prep achieving C or better

Progress towards goals:

1. In 2018, 81% of students at Ingham State School achieved a C or better in English. This will be a continued improvement area focus for 2019.

2. In 2018, 12.2% of students in Year 5 were in the upper two bands in NAPLAN Numeracy. This was an increase from 10.7% in 2017.

3. In 2018, Ingham State School continued to implement Speech Sound Pics, 4 lesson sequence and oral language programs and comprehension based on Sheena Cameron's research.

4. Indigenous students in Prep and Year 3 were targeted with additional staffing support in reading. The focus for 2019 will be to continue to close the gap for Indigenous students in relation to attendance and academic achievement. 40% of Indigenous students in Prep achieved a PM 8 or better.

Future outlook

Ingham State School aims to promote a sharp and narrow improvement agenda for 2019 with an unrelenting focus on student progress and investment in teacher development and feedback.

Ingham State School Improvement priorities for 2019:

1. Student Performance;
   - 90% of students will receive a C or better in English in 2019 (15% A, 30% B, 45% C)
   - All students* who do not meet reading or level of achievement benchmarks in English will receive support at their level.
2. Staff Capability;
   - 90% of teaching staff indicate they are engaged in regular capability development at their point of need and believe 'I receive useful feedback about my work'.

*Students who have attendance of 90% or greater are prioritised for support. Students under 90% attendance are attendance case managed.

The following strategies are planned or already in place for Ingham State School to achieve its priorities for 2019:

- Whole Staff Professional Learning - In 2019, all teaching staff are engaging in professional learning in the target improvement area of writing. Each staff member has a copy of 'The Writing Revolution' and are engaging in regular book studies and discussion on the implications of this learning for teaching practice at Ingham State School.

- A writing improvement team has been developed to drive improvement and make decisions on what teaching writers will look like across Ingham State School, including what consistent language, planning structures and editing and revising techniques will be used.

- Introduction of a 'Learning Lounge' for staff to both identify and address professional learning needs and also give opportunities for staff to share their knowledge or skills in areas of strength and capability.

- Introduction of a Collegial Engagement Framework to ensure staff are provided with opportunities to engage with their colleagues, receive feedback on their work, engage in coaching and capability development at their point of need and model/observe exemplary practice of peers.

- Development of a Teacher Expectations document, linked to the AITSL standards, for use during observations/feedback as a measure of progress towards attainment of teaching at a proficient standard.

- Additional 'Non-contact time' for teachers to engage in regular check-ins with leadership to review student progress, wellbeing and data and rigorously review effective/ineffective classroom practices.

- Refinement of the collaborative planning processes to include a detailed pre-task skills gap analysis in order to target explicit teaching of concepts and skills required and consolidate known skills to automaticity.

- Introduction of a Mathematics 'Daily 10' to allow students to continuously practice skill application across all strands of Mathematics, including problem solving.

- Leadership team capability development; introduction to Systems Leadership and Fierce Conversations framework. Clear delineation of roles, responsibilities and accountabilities. Work Progress Reviews in place and leadership coaching and mentoring.

As acting Principal for Ingham State School in 2019, I look forward to embedding systemic and distributed leadership practices to empower the staff of Ingham State School to own their improvement journey.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	337	307	334
Girls	165	153	169
Boys	172	154	165
Indigenous	51	58	72
Enrolment continuity (Feb. – Nov.)	91%	97%	93%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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 and is classes as rural. We have a small number of students in Out-of-Home-Care, and approximately 5% of the total student population in 2018 had an AIMS verification. We have students with many different cultural backgrounds including Aboriginal and Torres Strait Islander, Italian and Indian. In 2018, we had 21% of students identify as Aboriginal and/or Torres Strait Islander. 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	21	23
Year 4 – Year 6	28	25	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Ingham State School enhances teacher capacity through mentoring and responsive professional learning programs to ensure a cohesive aligned curriculum and pedagogical practices. 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 recognised 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.

Year 5 and 6 students are offered the opportunity to be involved in the Global Tropic Future Young Scholars, in which they access a weekly lesson through the iSee platform.

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 both in the computer lab 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. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	96%	100%
• this is a good school (S2035)	97%	92%	100%
• their child likes being at this school* (S2001)	97%	92%	100%
• their child feels safe at this school* (S2002)	97%	96%	100%
• their child's learning needs are being met at this school* (S2003)	93%	92%	100%
• their child is making good progress at this school* (S2004)	97%	92%	96%
• teachers at this school expect their child to do his or her best* (S2005)	93%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	92%	96%
• teachers at this school motivate their child to learn* (S2007)	97%	92%	100%
• teachers at this school treat students fairly* (S2008)	90%	84%	93%
• they can talk to their child's teachers about their concerns* (S2009)	97%	96%	100%
• this school works with them to support their child's learning* (S2010)	93%	92%	96%
• this school takes parents' opinions seriously* (S2011)	93%	92%	96%
• student behaviour is well managed at this school* (S2012)	93%	88%	100%
• this school looks for ways to improve* (S2013)	97%	92%	100%
• this school is well maintained* (S2014)	97%	96%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	97%	99%	100%

Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	98%	99%	100%
• their teachers expect them to do their best* (S2039)	98%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	100%	100%
• teachers treat students fairly at their school* (S2041)	97%	97%	95%
• they can talk to their teachers about their concerns* (S2042)	97%	97%	99%
• their school takes students' opinions seriously* (S2043)	99%	94%	100%
• student behaviour is well managed at their school* (S2044)	97%	95%	99%
• their school looks for ways to improve* (S2045)	99%	100%	100%
• their school is well maintained* (S2046)	98%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	98%	99%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	97%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	97%
• they receive useful feedback about their work at their school (S2071)	94%	87%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	100%
• students are encouraged to do their best at their school (S2072)	97%	100%	100%
• students are treated fairly at their school (S2073)	97%	97%	93%
• student behaviour is well managed at their school (S2074)	90%	93%	97%
• staff are well supported at their school (S2075)	90%	80%	90%
• their school takes staff opinions seriously (S2076)	93%	87%	89%
• their school looks for ways to improve (S2077)	97%	93%	97%
• their school is well maintained (S2078)	94%	97%	96%
• their school gives them opportunities to do interesting things (S2079)	90%	97%	93%

* 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.

We once again concentrated in 2018 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 2018, 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 2018, 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 class open afternoon 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 2018 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 education 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.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	10	8	6
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The environmental team in 2018 concentrated on invigorating vegetable and fruit gardens. The 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 water use was discussed with classes. Environmental students practice sustainability promoting composting and this is then used successfully on the gardens.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	65,813	149,135	151,749
Water (kL)	1,698	2,228	1,654

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

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

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	31	23	<5
Full-time equivalents	25	12	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	5
Bachelor degree	22
Diploma	2
Certificate	

*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 2018 were $40 150.89

The major professional development initiatives are as follows:

- Visible Learning, iEducate conference, Sheena Cameron Professional Learning; Embedding Oral Language across the curriculum, National Future Schools, Speech Sound Pics, Collaborative planning.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	90%
Attendance rate for Indigenous** students at this school	81%	86%	82%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	92%	91%
Year 1	91%	94%	90%
Year 2	93%	92%	91%
Year 3	92%	92%	88%
Year 4	88%	93%	91%
Year 5	91%	91%	91%
Year 6	92%	92%	90%

Year level	2016	2017	2018
Year 7		DW	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	21	7	23	49
2017	16	9	29	46
2018	23	11	28	39

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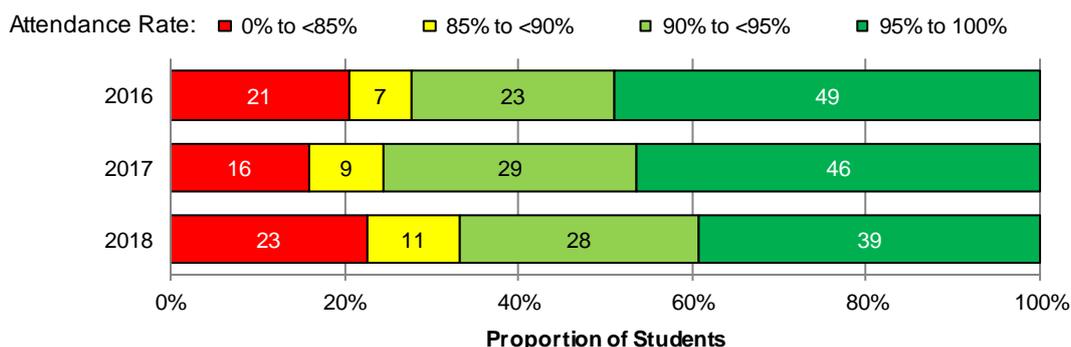
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.
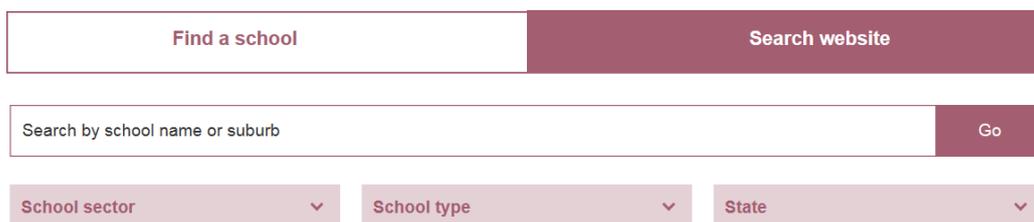
The impact that attendance has on student learning is clearly articulated to our school community. Teachers mark rolls electronically every morning and afternoon. Teachers and administrative staff remind students and parents that it is compulsory for all children from Prep to Year 6 to attend primary 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

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

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.