Moggill State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Moggill State School (MSS) is a Band 9 co-educational primary school catering for 736 Prep to Year 6 students. Established in 1866, MSS has served an area that has seen growth from timber, farming, quarrying and mining to a thriving semi-rural and suburban residential area supporting a middle to upper socio-economic population. MSS is located in the western suburbs of Brisbane and is part of the Metropolitan Region of Department of Education and Training. The school has experienced steady growth over the previous few years. As a school community we take great pride in the achievements of our students and staff. We also recognise the essential role that staff, parents and the wider community play in providing and promoting a safe, secure and challenging environment, which caters for and supports the needs of all students. Our commitment to the provision of programs which cater for all students is demonstrated through the range of programs and activities offered at MSS in the academic, social skills, learning support, extension, gifted and talented (G&T), music and performing arts, the arts and sporting fields. Our Parents' and Citizens' Association and associated committees are extremely active in all aspects of school life at MSS. We welcome and embrace this commitment. Our achievements would be limited without this close working relationship. MSS is an outstanding school with an excellent reputation in the local and wider community.

Principal's Forward

Introduction

The 2016 Moggill State School (MSS) Annual School Report outlines for our parents, students and school community information on mandated areas of school reporting, which is common for all State and Non-State schools in Queensland. This report also provides an overview of the successes and highlights of MSS in 2016. The report is published on the school's website by 30 June each year. School and community members who wish to discuss the report may do so by contacting the Principal or Deputy Principal's.

Our focus at MSS is around our explicit improvement agenda in the areas of Literacy (Reading Comprehension/Writing) and Numeracy. Our community prides itself on our strong teaching and learning culture, which provides students with a safe, caring and supportive environment, where students are provided with the best opportunity to learn and be their best. Having pride in our GREAT school is something that students, staff and parent/carers are proud of. We have high academic, social and extra-curricular expectations of the students who attend MSS. School staff and parents/carers work closely together to ensure learning programs are tailored to the identified learning needs of each and every child.

The standard of achievement of the students at Moggill is very high and similar to other schools in the Kenmore Cluster of Schools. Results for the Years 3, 5 and 7 in 2016 National Assessment Program Literacy and Numeracy (NAPLAN) assessments have been consistently high. School procedures identify students who require support through the Student Support Program, as well as children who require programs for extension and enrichment. Students at MSS are well behaved and demonstrate a respect for school staff and students. Students understand and accept responsibility for their actions. The community values the education of their children and ensures support in all aspects of school life. The school enjoys a tradition of success in many areas of the school curriculum. Through a combination of effective practice together with high levels of expectations from parents, students and teachers, MSS is an environment where a high quality of education is achieved.

School Progress towards its goals in 2016

The MSS Explicit Improvement Agenda in 2016 used school performance data to identify areas for improvements. This improvement was able to occur owing to the implementation of a suite of strategies supported by the latest educational research. Support TEAMS throughout the school worked with staff to model the way, supporting staff through professional development to implement and monitor improvement strategies. At the end of 2016, quality assurance processes (using a range of data gathering tools) were used to ensure improvements and gains were made.

Future Outlook

Our focus at MSS is around our Explicit Improvement Agenda in the areas of Literacy (Reading Comprehension/Writing) and Numeracy. Our community prides itself on the strong teaching and learning culture, which provides students with a safe, caring and supportive environment, where students are provided with the best opportunity to learn and to be their best.

Having pride in our school is something that students, staff and parent/carers are proud of.

We have high academic, social and extra-curricular expectations of the students who attend MSS. School staff and parents/carers work closely together to ensure learning programs are tailored to the identified learning needs of each and every child.

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Our school's clear purpose of *EVERY Student, EVERY Day – Learning and Achieving* is engrained in all of our learning programs. Our school goals/priorities for 2016 were:

- Consolidation of our Reading and Writing programs

- Spelling improvement for EVERY student

These school goals/priorities were supported by implementing the following strategies:

- Continue the audit and review process for year level units of work and programs to maintain alignment with the Australian Curriculum.

- Consolidate the Australian Curriculum, sourcing appropriate resources.

- Celebrate cultural diversity: focus on Aboriginal and Torres Strait Islander perspectives (implementation of the MSS Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS) Program) and the EQ Solid Pathways Program.

- Maintain our commitment to LOTE – provision of a designated LOTE room and Year 4-6 program.

- Ensure identification and support of individual student needs.

- Differentiate the curriculum to meet individual learning needs of ALL students.

- Maintain our commitment to Workplace Health and Safety.

- Focus staff professional development on pedagogical awareness: teaching and learning as well as the explicit teaching of reading / writing.

- Continue the journey of MSS as a Curiosity and Powerful Learning (C&PL) School.

- Negotiate and support individual staff professional development plans, ensuring our PD focus is on school priorities.

- Establish processes for peer feedback of teaching practice (TRIADS).

- Strengthen the opportunity for and performance of school leaders and aspirants by introducing Year Level Coordinators and School Improvement Team members.

- Developing closer links with our local community kindergartens and child care facilities by providing clear information about our school's philosophy and commitment to student learning. Continue to offer professional development for local providers.

- Continue to develop pride in attending MSS by implementing the school's Dress Code and Responsible Behaviour Plan, as well as highlighting our expectations around student attendance (enhancement of the Student Attendance TEAM - SAT to monitor attendance).

- Maintain links with Kenmore State High School to further develop our transition programs to high school for Year 6 students.

- Continue to run our school's Playgroup program for pre-school age children in our local community.

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	682	325	357	14	98%
2015*	658	317	341	12	97%
2016	673	340	333	4	97%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

The school has experienced increased growth over the previous few years. A very small percentage of students leave the state system to move to the private school system for their secondary schooling, with the majority of graduating Year 6 students attending Kenmore State High School. Rarely do students from Years 4 and 5 leave to attend the private system for their middle years of schooling option. This is indicative of the curriculum offerings of MSS.

The standard of achievement of the students at Moggill is very high and similar to other schools in the Kenmore Cluster of Schools. Results for the Years 3, 5 and 7 in 2016 National Assessment Program Literacy and Numeracy (NAPLAN) assessments have been consistently high.

Students at MSS are well behaved and demonstrate a respect for school staff and students. Students understand and accept responsibility for their actions. The community values the education of their children and ensures support in all aspects of school life.

The school enjoys a tradition of success in many areas of the school curriculum. Through a combination of effective practice together with high levels of expectations from parents, students and teachers, MSS is an environment where a high quality of education is achieved.

The community of Moggill and surrounds consists of the developing areas of Bellbowrie, Moggill and Anstead.

MSS has a highly supportive and active Parents' and Citizens' Association who contribute to the ongoing learning programs and school improvement projects of the school. Their support of our school is to be commended. The community has high expectations for educational outcomes for students. Community involvement in school activities and social functions is high. New families are welcomed into the social structure of the school.

At MSS we strive for the highest standards in delivering education by:
- Creating a safe, tolerant and disciplined environment for students
- Preparing young people to be active and reflective Australian citizens
- Developing the skills and desire for lifelong learning in our students
- Providing students with the best opportunity to learn and achieve – EVERY STUDENT, EVERY DAY
- Building students' confidence in their relationships with other cultures in Australia and abroad.

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Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	23
Year 4 – Year 7	26	25	26
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2016 MSS offered a comprehensive curriculum program from Preparatory to Year 6 that is consistent with the Department of Education and Training policies and is focussed on learning for life. All Key Learning Areas (KLAs) are included. We are proud of the school's record of high academic achievement. Implementing the Australian Curriculum through an explicit teaching model, students are provided with high quality teaching, maximising learning outcomes for all students.

The school assists students to reach their full potential in all areas. To achieve this, our school offers a balanced program of academic, social, physical and cultural activities. Many of Moggill's students are actively involved in extra-curricular activities and supplementary and support programs facilitated by the school. These activities and programs are outlined below.

Co-curricular Activities

1. Beginner, Junior and Senior Choral groups
2. External Testing Program (ICAS) for Year 3-6 in the areas of Science, Mathematics, Writing and English
3. Enrichment and Extension Programs for highly caoable students, including – Robotics, Excellence Expo, Opti-Minds, Maths Teams Challenge, Young Scholars' Program, Mathletics, BRAINWays Days of Excellence, Regional Literacy and Numeracy programs of excellence
4. Instrumental Music Program, including Strings Ensembles and Junior and Senior Concert Band
5. Author-in-Residence
6. Interschool Sporting Programs as well as after school sporting programs
7. School Camp Program – in 2016 Year 5 (Tallebudgera Camp School) and Year 6 (Canberra)
8. Senior School Leadership Program, including Student Council (using Pathways to Peace)
9. Peace Keepers Program
10. Environmental Group, Gardening Club and sustainable awareness activities
11. Performing Arts Program – Prep to Year 6
12. Pathways to Peace Program
13. Perceptual Motor Program
14. Metalinguistic Program Prep/Year 1
15. Levelled Literacy Intervention (LLI) Program for identified students
16. Oracy Program for identified students
17. Upper 2 Bands Program (refers to NAPLAN results) for identified students for literacy and numeracy
18. Learning Support Programs and Guidance/ESL/Speech Language/ST-LAN/AVT Support
19. Chaplaincy support programs.

How Information and Communication Technologies are used to Assist Learning

MSS has established a strong reputation in the area of learning technology. A network of the latest specification computers is connected to a powerful server. This ensures that the students have multiple access points to the latest software in each classroom and in the 3 Computer Laboratories (two of the labs being portable/mobile tablet devices). Our entire school is networked for wireless connection.

In Years Prep – Year 3, computers are used in a variety of ways to support and reinforce concepts taught. A variety of software is accessed to support learning in all areas of the curriculum. Student in Year Prep – Year 1 use iPads in classrooms to support learning.

In Years 4-6, staff and students utilise computers as tools for learning. The emphasis in these years is on accessing information and developing computer literacy and skills as a preparation for the future.

The school has an ICT Committee as well as employing a technician who supports the school network.

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Social Climate

Overview

Staff responses on the 2016 School Opinion Survey rated the school climate above the mean for state schools in Queensland in areas pertaining to school climate that were surveyed and in many cases, above the mean for like schools.

Moggill State School's *Responsible Behaviour Plan (RBP)* supports both staff and student well-being including strategies to support the development of a positive, safe and healthy environment for all members of our school community. MSS's RBP includes strategies for:

1. Proactive social skilling
2. Classroom and playground behaviour management
3. School rules
4. Key principles to guide interactions within our school community
5. Strategies to support the "National Safe Schools Framework" [2003], to support student well-being, including school strategies to address bullying, harassment and violence.
6. The Pathways to Peace Program.

A "Gotcha" system exists at MSS to acknowledge positive student classroom and playground behaviour. In addition, a Reflection Room is in place to support the school's response to inappropriate, irresponsible behaviours.

The Chaplaincy Program at MSS is focussed on having a caring presence, advocating school policy, and an additional complimentary support service for the school. Our Religious Instruction providers connect informally with staff, students and parents and formally through voluntary Religious Education classes (Year 1-6).

Parent, Student and Staff Satisfaction

Parents and students indicated through their responses on the 2016 School Opinion Survey, a very high level of satisfaction with the quality of education provided at MSS. The school workforce indicated a high level of satisfaction with the professional development opportunities available to support school and system priorities. School staff also indicated a high level of satisfaction with the morale within the school.

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	99%	96%	99%
this is a good school (S2035)	99%	96%	100%
their child likes being at this school* (S2001)	99%	98%	98%
their child feels safe at this school* (S2002)	99%	98%	99%
their child's learning needs are being met at this school* (S2003)	98%	90%	95%
their child is making good progress at this school* (S2004)	96%	92%	99%
teachers at this school expect their child to do his or her best* (S2005)	99%	99%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	93%	96%
teachers at this school motivate their child to learn* (S2007)	98%	92%	97%
teachers at this school treat students fairly* (S2008)	96%	90%	95%
they can talk to their child's teachers about their concerns* (S2009)	99%	99%	96%
this school works with them to support their child's learning* (S2010)	98%	88%	94%
this school takes parents' opinions seriously* (S2011)	98%	92%	97%
student behaviour is well managed at this school* (S2012)	97%	92%	97%
this school looks for ways to improve* (S2013)	99%	99%	99%
this school is well maintained* (S2014)	99%	99%	99%

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Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	98%	99%	98%
they like being at their school* (S2036)	95%	97%	94%
they feel safe at their school* (S2037)	98%	96%	97%
their teachers motivate them to learn* (S2038)	98%	99%	98%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	97%	96%
teachers treat students fairly at their school* (S2041)	98%	97%	90%
they can talk to their teachers about their concerns* (S2042)	95%	95%	90%
their school takes students' opinions seriously* (S2043)	93%	97%	92%
student behaviour is well managed at their school* (S2044)	96%	96%	90%
their school looks for ways to improve* (S2045)	99%	99%	98%
their school is well maintained* (S2046)	97%	96%	96%
their school gives them opportunities to do interesting things* (S2047)	98%	99%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	98%	100%	95%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	92%	94%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	97%	88%
students are encouraged to do their best at their school (S2072)	98%	100%	98%
students are treated fairly at their school (S2073)	98%	100%	98%
student behaviour is well managed at their school (S2074)	98%	100%	96%
staff are well supported at their school (S2075)	92%	85%	93%
their school takes staff opinions seriously (S2076)	92%	81%	87%
their school looks for ways to improve (S2077)	98%	100%	96%
their school is well maintained (S2078)	98%	100%	98%
their school gives them opportunities to do interesting things (S2079)	96%	94%	95%

* 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

A cooperative partnership between school, home and the community fosters a positive and productive learning environment. At MSS we actively promote parent participation in school development, planning and activities. Many of our parents are involved on a daily basis in classrooms as volunteers, supporting teachers and students in the teaching and learning process. Parent representatives also participate on school committees and contribute to the decision making processes in the school. Parent participation strengthens the link between home and school, enriching the school and fostering a climate of care and support.

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This is reflected in the retention rate of students across key junctures at MSS. To strengthen parent and community member involvement in the school, MSS offers the following activities:

1. Parent/teacher information sessions
2. Enrolment information days
3. Parent/teacher interviews
4. Parent workshops
5. School links with community groups are prioritised in school planning – Child Care/Kindergartens/Sporting Groups/Rotary/Lions and RSL.
6. Parent and community groups are invited to participate in school ceremonies – leadership awards, special parades, ANZAC Day and Remembrance Day
7. School community is invited to participate in the school's Volunteer Links Community Program.

In 2016, the Parents' and Citizens' Association continued to make significant contributions to the school. The P&C Association continued to provide funding to enhance the school's teaching/learning resources and programs and upgrade school facilities.

We thank our parents for their commitment to and involvement with our school.

Respectful relationships programs

At MSS we use the *Pathways to Peace Program* as a support for students when dealing with certain situations while attending school. The Peace Code (part of the Pathways to Peace Program) are the tools we use to follow our 4 school rules. A description of the program is provided below:

- *Pathways to Peace*® is a long-term community based, violence reduction/crime prevention program. It is not a single plan or a single strategy or a single set of materials. *Pathways to Peace*® is a series of processes designed to assist in the creation, establishment, facilitation, implementation and evaluation of more peaceful ways of living and interacting in communities.
- *Pathways to Peace*® is a means to establish more peaceful ways of relating with our many environments (homes, early childhood settings, community, schools, services and agencies, clubs).
- *Pathways to Peace*® provides a common framework and a common language to assist individuals, families, early childhood settings, schools and community agencies to work cooperatively towards more peaceful, productive communities. It helps everyone to cope with the stresses of everyday life.
- *Pathways to Peace*® provides the means to increase levels of resiliency in individuals, families and communities.

The *Peace Code* is a set of tools (a common language) that students use to support them to follow our school rules. The Peace Code is:

Care for myself and others.
Do the right thing
Speak kindly
Find help
Turn things around
Be brave
Be a peacemaker

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	2	2
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

MSS remained committed to reducing our environmental footprint in 2016. Given enrolment growth, it was not unexpected that there was also growth in water and electricity use. Our School Environmental Management Plan (SEMP) outlined a range of

measures designed to reduce water and electricity use. Note that it is anticipated that in 2017 there will be increases in electricity use owing to the continued out of hours use of our school hall.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	237,121	2,072
2014-2015	247,134	1,666
2015-2016	261,047	1,967

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.**

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	52	20	<5

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	41	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate Diploma etc.**	0
Bachelor degree	34
Diploma	7
Certificate	1

*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 2016 were $88140.50.

The major professional development initiatives are as follows:

1. Implementing the Australian Curriculum
2. First Aid Recertification Course
3. Peer Coaching
4. My HR WH&S training
7. Disability Services
8. Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS)
9. Differentiating teaching practice and achieving student improvement
10. Child Protection
11. Code of Conduct
12. Asbestos Training (annual)
13. Induction for new staff
14. Analysis of school wide data
15. Regional Leadership Days
16. Explicit Teaching & Learning Framework
17. Anaphylaxis training
18. Curiosity and Powerful Learning
19. Work (Connecting Feedback to Data) with Ryan Dunn (University of Melbourne)
20. Work with Dr Neil Carrington (Being the best I can be…)
21. Work with Dr Simon Petrie (Pathways to Peace)
22. Kenmore Alliance of School (KAOS).

Providers of the above mentioned PD included Education Queensland, educational consultants, the Kenmore Cluster of Schools and internal PD provided by staff of MSS. The involvement of the teaching staff in professional development activities during 2016 was 100%. This figure is based on the fact that **all teaching staff** attended at least one professional development activity. Most certainly, all full-time teaching staff were required to attend and verify at least 20 hours of PD linked to each of the standards specified in the Queensland College of Teachers' Professional Standards for Queensland Teachers.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

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Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	93%	89%

*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 2016 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
2014	95%	95%	95%	95%	94%	94%	94%	95%					
2015	96%	95%	95%	95%	95%	94%	93%						
2016	96%	96%	95%	95%	95%	96%	94%						

*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:
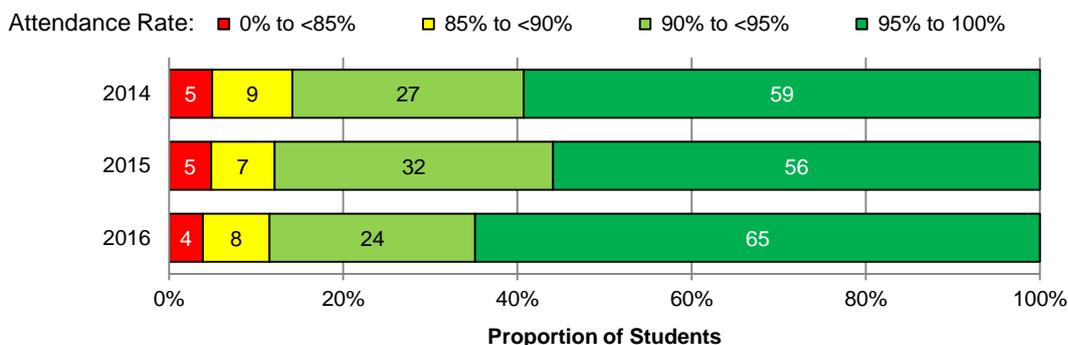
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.
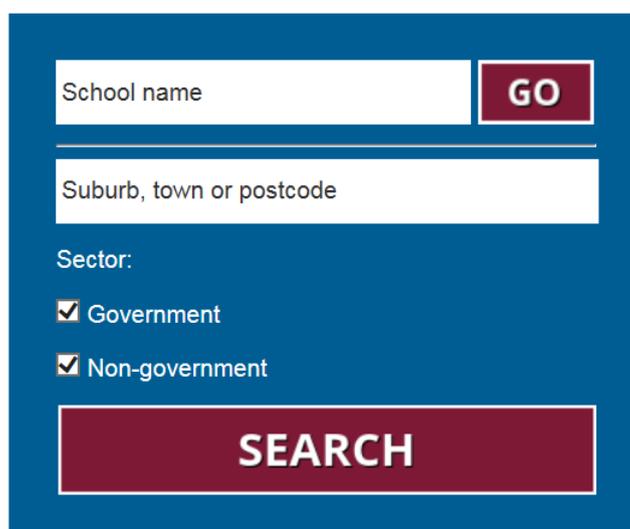
Class rolls are marked twice daily with all absences recorded by the administration staff following the morning roll collection. Parents and caregivers are required to advise the school by telephone or in writing when a child is absent from school for any reason. An out-of-hours answering machine is designated for this purpose. Parents/caregivers are required to provide the following information: child's name, class, details of absence, reason for absence. Unexplained absences are investigated with a SMS message sent to the child's parent/caregiver by admin staff each morning. Extended periods of absence by students are addressed through a formal process by the Principal and Deputy Principal. The school has a Student Attendance TEAM (SAT) who meet each week to monitor student attendance and conduct school-based meetings or home visits to discuss concerns with parents/caregivers as the need arises.

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.**

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.