

Every Student Striving for Greatness

Kennedy State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

“Every student striving for greatness”

Established in 1927, Kennedy State School is a co-educational state school situated close to Cardwell, half way between Cairns and Townsville at the southern end of the Cassowary Coast. We are nestled into the heart of the quiet Kennedy Valley, and enjoy the picturesque backdrop of the mountain range and lush forestry surroundings.

Our small school operates as one multi-age class. Our small numbers and family like atmosphere ensure an individual approach towards the educational, emotional and physical needs of our students. Teachers at Kennedy have high expectations of their students and ensure an ordered, well managed classroom with effective teaching and learning experiences. We strive to ensure that every child, every day is provided with the opportunity to achieve to the best of their ability.

School progress towards its goals in 2018

Welcome to the 2018 Kennedy State School Annual Report. This report aims to inform parents, staff and the community of the achievements and direction of Kennedy State School in 2018. It provides information regarding the school performance, school profile, and social climate and curriculum offerings.

School Progress towards its goals in 2018

In 2018 our specific goals were:

1. Writing improvement

We continued the work of the previous two years to refine and embed the effective teaching of writing. Our specific goals were:

- 100% of Tier 1 and 2 students will have achieved one year's growth or more on the literacy continuum in aspects of writing.
- 100% of Tier 3 students will achieve their individual learning targets in writing.
- 100% of Prep to Year 2 students will achieve 80% or higher on the Mt Isa Oral Language Post Test assessment tool.

Status: Achieved

All students demonstrated at least one year's growth.

Teachers successfully monitored students' learning using the literacy continuum feature within OneSchool.

2. Numeracy Improvement

Goal: Kennedy State School will engage in an inquiry cycle in collaboration with other cluster schools and regional pedagogy coaches to examine and analyse our current Mathematics program delivery.

Status: Achieved

All teaching staff collaborated to conduct a cycle of enquiry around our maths curriculum delivery.

3. Attendance Improvement

Goal: Kennedy State School will increase the percentage of the number of students attending 95% or above from 40% to 60% in 2018.

Status: Not achieved.

46% of students had a 95% attendance rate. Kennedy SS had an overall attendance rate of 93% attendance.

Future outlook

The Kennedy State School Explicit Improvement Focus is:

1. Increase percentage A – C Achievement in English through a focus on oral language, reading and writing within the curriculum
2. Create a culture of assessment and feedback

STRATEGIES:

Successful Learners	<p>Know our learners</p> <ul style="list-style-type: none"> • Analyse student reading and writing data to improve the A-C data in English through mapping students using the Literacy Continuum and monitoring P-2 students through Early Start • Monitor and review attendance and behaviour strategies for continuous improvement. <p>Meet our learners' needs</p> <ul style="list-style-type: none"> • Develop teacher's ability to use the Literacy Continuum to differentiate learning to improve A-C achievement. • Develop and implement researched based process for giving feedback to students, incl. use of learning walls. • Create the next generation of global citizens by embedding STEM opportunities. • Support successful transitions by implementing and imbedding a transition to Prep program of activities.
Teaching Quality	<p>Systemic Curriculum Delivery</p> <ul style="list-style-type: none"> • Development of cyclical curriculum Year Level and Band plans for all subject areas. • Develop and implement research based whole school approach to Reading. • Refine and embed whole school approach to writing. <p>Effective Pedagogical Practices</p> <ul style="list-style-type: none"> • Ensure the alignment of teaching, assessment and reporting through internal and cluster moderation. <p>Expert Teaching Team</p> <ul style="list-style-type: none"> • Build teacher understanding of the oral language, writing and reading components within the AC. • Develop and implement a cycle of coaching and feedback based on protocols that have been developed collaboratively with staff.
Principal Leadership and Performance	<p>Lead Teaching and Learning</p> <ul style="list-style-type: none"> • Develop an assessment and feedback culture by leading the development and implementation of an agreed set of protocols for coaching and feedback for all staff. <p>Develop self and others</p> <ul style="list-style-type: none"> • Support professionalism and leadership of all staff through implementation of authentic Developing Performance conversations and the use of Developing Performance Plans <p>Lead Improvement, Innovation and Change</p> <ul style="list-style-type: none"> • Deepen learning and foster accountability for the teaching of English by ensuring fidelity of A-C through Moderation • Intentional collaboration with cluster schools to develop and implement cluster-wide #whatever_it_takes strategies and systems.
School Performance	<p>Know our data</p> <ul style="list-style-type: none"> • Scan and assess writing and reading evidence of learning to determine the impact on A-C data <p>Know our strategies</p> <ul style="list-style-type: none"> • Accelerate the inclusive and explicit improvement agenda, using a chain of evidence and Inquiry model for Writing and Reading.
Local Decision Making/ Regional Support	<p>Foster accountability</p> <ul style="list-style-type: none"> • Improve school processes to ensure consistency and clarity of communication • Develop context specific PACE Framework with all stakeholders to ensure collaborative partnerships <p>Create collaboration</p> <ul style="list-style-type: none"> • Improve community engagement by partnerships through a range of activities to encourage parent voice and sharing of ideas • Employ a community engagement officer to develop and implement strategies to promote engagement. • Unpack Parent Community engagement framework at P&C meetings

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	44	21	14
Girls	24	10	6
Boys	20	11	8
Indigenous	24	5	6
Enrolment continuity (Feb. – Nov.)	89%	54%	61%

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

Students from Kennedy State School are a mix of those residing within the school catchment area of the Kennedy Valley including the communities of the township of Kennedy, Carruchan and Camu, and several students who travel out from nearby Cardwell. There is a strong sense of community belonging and students are proud to be referred to as “Kennedy Kids”. 45% of students identify as Aboriginal and/or Torres Strait Islander. Many of our students belong to families that are long-time residents of the area, and we have several second and third generation Kennedy Kids presently enrolled. Other families are more transient, and move on with the seasonal nature of farm work.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	19	18
Year 4 – Year 6			
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

Kennedy State School uses a differentiated approach where student developmental needs are assessed and addressed. Teachers collect a range of data about student learning and development and analyse this data to determine how best to meet individual needs. The school uses a 5 weekly assessment cycle in which teacher meet every 5 weeks to check that all students are evidencing growth and development with their learning, particularly in the areas of literacy and numeracy.

Kennedy Sate School uses the following to inform curriculum delivery and support student learning:

- Australian Curriculum
- C2C resources
- Early Start
- Literacy Continuum
- Age Appropriate Pedagogies
- Explicit instruction
- Three tiered approach to intervention
- Multi-aged, small group and needs based grouping instruction

Kennedy State School uses the following diagnostic assessments:

- PM reading benchmark assessments
- PROBE Reading Analysis
- Progressive Achievement Tests in reading and Mathematics
- FNQ Regional Numeracy Assessment

A range of summative and formative assessments are also used by class teachers, including Curriculum to Classroom (C2C) tasks.

Co-curricular activities

Kennedy Kids have the opportunity to engage in a variety of co-curricular activities. These include:

- Interschool sport gala days
- Sports programs funded through "Sporting Schools" including Netball, Table Tennis, Athletics and AFL (delivered as after school sport).
- Drama, dance and visual arts activities
- Cultural Days
- Cluster events such as "Read to Me" Day, Under 8's Day
- Reader's Cup and STEM Gala Days
- Community Events such as Cardwell UFO Alien Festival and ANZAC parades.

How information and communication technologies are used to assist learning

Kennedy State School uses laptops and iPads to engage learning across all curriculum areas. We have a 1 to 1 ratio of laptops tp students which are used for a range of purposes and activities. We have six iPads for use by lower years students which are used to build on mathematical and language skills and knowledge.

We use "Blackboard Collaborate" and "iConnect" to access learning opportunities through other schools and centres. This year, our Year 5 and 6s were taught Mandarin for LOTE through the Cairns School of Distance Education.

All learning spaces have an interactive whiteboard to access digital media across all curriculum areas. Students use ICTs to research information and present their learnings. We also use purchased programs to support teaching and learning such as Stepping Stones (Maths), Soundwaves (phonics/ spelling) and Reading Eggs (reading).

Social climate

Overview

Kennedy State School has a friendly and calm atmosphere. Students and staff are warm and inviting to new-comers and feedback from those that enter our site for the first time is that Kennedy students are bright, polite, respectful and responsible. All staff take concerns from any members of our school community very seriously and are committed to working through problems collaboratively with all stakeholders.

The small nature of the school ensures that individuals' needs are planned and catered for. Our school works closely with the Ulysses Cluster Special Education Program (based at Tully SS) to share resources and staff to best support our students with disabilities. The school also works with the Tully Support Centre – Youth Services to provide support to students if required.

Kennedy State School has three school wide rules:

- Be Safe
- Be Respectful
- Be a Learner

These rules are explicitly taught across all school contexts via the following matrix:

Kennedy State School Behaviour Matrix



	ALL AREAS	LEARNING AREAS	PLAYGROUND	Toilets
BE RESPECTFUL	<ul style="list-style-type: none"> ▪ Wear the uniform with pride ▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself ▪ Respect others' personal space and property ▪ Follow instructions straight away ▪ Use appropriate and polite language ▪ Be honest ▪ Clean up after yourself 	<ul style="list-style-type: none"> ▪ Whole Body listening ▪ Enter and exit rooms in an orderly manner ▪ Work quietly so others can concentrate ▪ Follow instructions straight away ▪ Respond appropriately ▪ Leave others' property alone ▪ Make positive comments or comment in a positive way ▪ Be tidy with your work 	<ul style="list-style-type: none"> ▪ Include others ▪ Keep hands, feet and objects to yourself ▪ Use appropriate language ▪ Play inclusively ▪ Play by the rules of the game ▪ Take care of school property ▪ Return sports equipment ▪ Speak positively and encouragingly to others 	<ul style="list-style-type: none"> • Respect the privacy of others • Keep area clean and tidy • Flush the toilet after use
BE A LEARNER	<ul style="list-style-type: none"> ▪ Be in the right place at the right time ▪ Use problem solving strategies when situations arise. ▪ Do your homework ▪ Use toilets at break time ▪ Be an active citizen and help others to do the same 	<ul style="list-style-type: none"> ▪ Be organised ▪ Be honest ▪ Be an active learner ▪ Use Whole Body Listening ▪ Strive to be your best 	<ul style="list-style-type: none"> ▪ Be a problem solver ▪ Prepare for class on the bell ▪ Listen to each other when playing a game ▪ Review game rules before you start 	<ul style="list-style-type: none"> • Use toilets during break times • Play away from toilets
BE SAFE	<ul style="list-style-type: none"> ▪ Walk on concrete ▪ Clean up after yourself ▪ Wait your turn ▪ Ask permission to leave the classroom ▪ seek adult help if required ▪ Remain in view of an adult ▪ Practice safety drills carefully 	<ul style="list-style-type: none"> ▪ Walk ▪ Use equipment appropriately ▪ Push your chair in ▪ Keep your desks in tidy rows leaving enough room for people to walk between. 	<ul style="list-style-type: none"> ▪ Care for the environment ▪ Be sun safe – wear a hat ▪ Shoes on ▪ Choose safe behaviours ▪ Be thoughtful about how you use equipment 	<ul style="list-style-type: none"> • Walk • Use good hygiene • Let the teacher know if the toilets are not clean

Our school uses the 'You Can Do It!' program to encourage confidence, persistence, resilience, organisation and 'getting along' in our students.

Students are encouraged to excel in their academic, sporting and social pursuits through use of School Wide Positive Behaviour Support. Positive behavior is celebrated through weekly awards and encouragement incentives, including our much loved "Good Kids Shop".

Each year our school participates in the national "Bullying, NO WAY!" day and students take responsibility for ensuring that bullying is not tolerated in our school. Parents and families also share this responsibility through maintaining communication with the school and supporting our school expectations regarding student behavior and well-being.

Early in 2018, students, parents and staff all had the opportunity to participate in workshops tackling online safety and bullying presented by the Alannah and Madeline Foundation. A specific program was delivered to both P-3 students and 4-6 students. An afterschool staff session and evening parent session were offered.

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

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school looks for ways to improve* (S2013)		100%	100%
• this school is well maintained* (S2014)		100%	83%

* 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)	100%	89%	80%
• they feel safe at their school* (S2037)	93%	89%	100%
• their teachers motivate them to learn* (S2038)	93%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	80%
• teachers treat students fairly at their school* (S2041)	100%	78%	80%
• they can talk to their teachers about their concerns* (S2042)	93%	100%	80%
• their school takes students' opinions seriously* (S2043)	79%	100%	80%
• student behaviour is well managed at their school* (S2044)	79%	78%	80%
• their school looks for ways to improve* (S2045)	93%	100%	100%
• their school is well maintained* (S2046)	93%	100%	80%
• their school gives them opportunities to do interesting things* (S2047)	92%	89%	80%

* 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%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	90%	100%
• they receive useful feedback about their work at their school (S2071)	92%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	60%	100%	67%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	92%	100%	100%
• staff are well supported at their school (S2075)	83%	100%	100%
• their school takes staff opinions seriously (S2076)	92%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	75%	70%	88%
• their school gives them opportunities to do interesting things (S2079)	92%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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

Kennedy parents are invited and encouraged to be involved in their child's education through a variety of channels.

Students' achievements are formally communicated through Student Progress Reports which are provided to parents each semester, and through "Learning Logs" which are shared with families every five weeks. Learning Logs outline student progress towards personal learning goals and school based goals. Kennedy School's small size allows for regular contact to be made with parents about their child's learning either via phone contact or informal catch ups. Parent/Teacher interviews are formally held at the beginning of term 2, however parents are welcome to make an appointment to discuss their child's progress at any time throughout the year.

Family and community members are invited to join our P & C which meets monthly and supports the school's work in many ways. In 2018, the P and C catered for the Interschool Athletics carnival hosted by Kennedy SS and the community cattle handling day. Parents, grandparents and community members are also welcomed to volunteer at the school in our reading and gardening programs.

Kennedy School hold family social evenings each term where children bring their parents into their classroom and share their learning. Staff, children and family members all then share a BBQ dinner and socialize informally. These evenings are always well attended and feedback suggests that everyone finds them enjoyable and beneficial.

Kennedy State School facilitates a registered playgroup and offers an extensive transition to Prep program.

Each year Kennedy students participate in and contribute to many community events. Some such events include "Read to Me" Day, ANZAC and Battle of the Coral Sea Parades, The Tully Show, and the Cardwell UFO Festival. . This year the student council hosted a Cancer Council "Biggest Morning Tea" which was very well supported by our local community, including residents of our local aged care facility and the volunteers from the local op shop. Community events are included on and promoted through our activities calendar in our newsletter and our Facebook page.

This year, Kennedy State School collaborated with local organization "Bretta Corp" to plant 25 new trees along our boundary fence.

Kennedy School works with community groups such as Tully Support Centre, Gurrungun Aboriginal Corporation, Conservation Groups, Qld Police and Ingham Child and Family Health.

Respectful relationships education programs

The school has developed and implemented teaching and learning activities focuses on that focus on appropriate, respectful, equitable and healthy relationships.

This is implemented with intentional teaching in the curriculum area of Health, and integrated throughout the curriculum via the "You can Do it" and "Bucket filler" programs. Kennedy School participates in the annual "National Day of Action against Bullying" and students engage in series of age appropriate learning activities leading up to this nationwide event.

Included in our program is an annual visit from "Bravehearts", a life education program that teaches children personal safety skills. We also engage in the "Day for Daniel" to reinforce personal safety messages.

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	0	0	0
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

Kennedy students and staff are encouraged to reduce the environmental footprint of the school through turning off the lights and air conditioners in classrooms when not in use. Air conditioners are only turned on when the temperature is above 28 degrees Celsius. The school recycles dry, recyclable waste through the council dry waste bin system. Water conservation is taken very seriously, and water for cleaning and watering the garden is only used in accordance with council guidelines.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	34,877	33,463	32,545
Water (kL)			1

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	2	5	<5
Full-time equivalents	2	3	<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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters		
Graduate Diploma etc.*		
Bachelor degree	2	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 12146.00

The major professional development initiatives are as follows:

- Cluster Pre and Post moderation of English
- "The Writing Book" PD (Cameron and Dempsey)
- Reading demands of AC
- QCAA – Creating quality assessment tasks
- QCAA - AC Technology; HASS; The Arts PD
- OneSchool Training – Dashboard, Reporting
- Anaphylaxis, asthma, CPR First Aid
- Business Manager Wellbeing seminar
- Principal induction SIMposium

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.	96%	94%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	95%	94%	93%
Attendance rate for Indigenous** students at this school	93%	92%	91%

* 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%	95%	95%
Year 1	93%	95%	91%
Year 2	95%	93%	DW
Year 3	95%	87%	90%
Year 4	98%	95%	92%
Year 5	95%	97%	92%
Year 6	96%	93%	96%

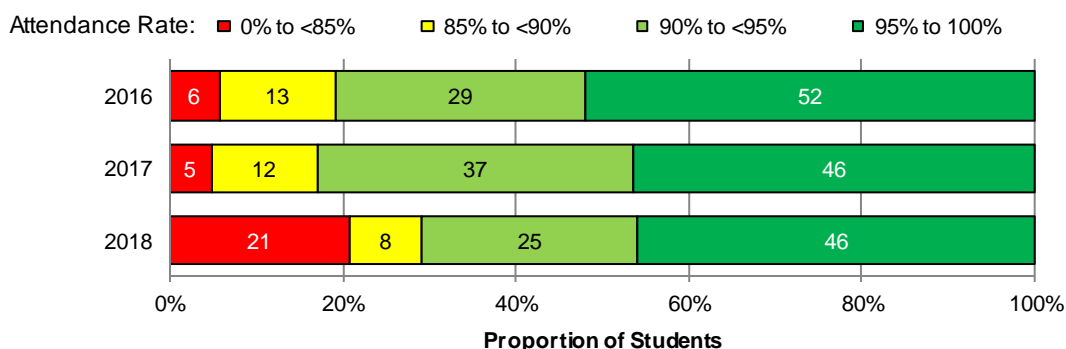
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

It is an expectation that students are in attendance at school every day. When a student enrolls at Kennedy, our attendance policy is clearly outlined and attendance expectations clarified. The roll is marked via electronic rolls every day at 9am and 2pm. Expectations, targets and attendance rates are published regularly in the newsletter.

Our school has an attendance hotline for parents to call if their child is absent from school. If a student is absent without explanation, our attendance officer makes phone contact via sms or phone call with the parent by 9.30am on the same day.

Our school encourages high attendance through providing students who attend regularly with a celebratory activity at the end of the year. Children set their own attendance goals and monitor progress through their Learning Logs, which are shared with parents every 5 weeks. If attendance requirements are not being met by a parent/s the principal makes formal contact with the parent/s to determine the barriers to attendance and address the prevailing issues.

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.

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