Ferny Hills State School

ANNUAL REPORT
2016

Queensland State School Reporting

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School Overview

Ferny Hills State School is located on the north-western edge of Brisbane just inside the Moreton Bay Region. Since opening in 1970, we have provided quality education to students in the Hills District.

Every child is known within the Ferny Hills school community. We offer a balanced curriculum from Prep to Year Six, developing literacy and numeracy skills coupled with a range of arts, ICTs, cultural and sporting opportunities. Our facilities include spacious learning environments and a resource centre surrounded by extensive sporting facilities.

Our caring and dedicated staff support and guide our students to achieve academic success and to grow socially and emotionally. As a learning community, we believe in our school vision, 'Achieving success together, every day'.

Our Vision:
Achieving success together, every day.

As a school community we value:
Respect - We listen, care and celebrate difference.
Honesty - We act with integrity.
Confidence – We are positive and take risks.
Caring –We are kind and offer to help all.
Commitment – We are responsible and persistent.

Our shared beliefs and understandings:
·   All students can achieve high standards, given sufficient time and the right support.
·   High expectations and early and ongoing intervention are essential.
·   All teachers can teach to high standards given the right assistance.
·   Teachers need to be able to articulate what they teach and why they teach the way they do.
(adapted from Hill & Crevola 1999 in Sharratt & Fullan 2012)

Introduction

School Progress towards its goals in 2016

Reading
Our focus has been on reading for a number of years and in late 2015, we devised a plan to focus on Guided Reading to continue to improve the reading behaviours of our students. Throughout 2016, all classes had four structured Guided Reading sessions per week with supported by teacher aides and teachers. We were fortunate to have a Master Teacher for Reading and a Pedagogical coach (from Semester II) support our staff follow an agreed format in all classrooms.

A Reading Data Wall which tracks the progress of all students was refined to represent current reading levels and progress made throughout the year putting faces on our Reading Data. The school has engaged in Lyn Sharratt's 14 parameter program and a focus has been to "Putting Faces on the Data" where reading kevels are tracked across the school highlighting progress and improvement. The wall has become the centre of professional conversations among teachers about assessment and student improvement. The initiative focusses on individual student progress as it becomes more meaningful and actionable for teachers. Staff now regularly move students reading achievement on the wall and discuss reading strategies to be implemented to improve results.

The school now has embedded the Fountas and Pinnell Reading Benchmark system where teachers use a common beanchmarking system from Prep to Year 6 with students. This allows the same processes across the school to assess students and provide targeted goals and teaching resources. All teaching staff received coaching to implement the benchmarking system consistently across the school.
The introduction of the explicit Guided Reading Sessions and to direct resources towards developing a balanced reading program block supported by 'Investing for School' funds led to increased and improvement in reading achievements. The staff are being supported to deliver a consistent school approach to the teaching of reading using the gradual release of responsibility model. This is being achieved through coaching and feedback for all staff.

School Expectations
Another key initiative in 2016 was further developing refining our School Expectations for Behaviour based upon the evidence based program, Positive Behaviour for Learning (PBL). The student developed mascot (Ferny Phoenix) and consistent approach using our coloured Phoenix system and rewards system using Sapphires and the Positive Behaviour Days ensured consistency across the school which will be further developed in 2017.

In May 2016, we had a School Review which provided the school with key recommendations to improve the success of all students. An action plan was developed for two key areas which were:

- *Improve reading achievement through consistent quality teaching practices and targeted support.*
- *Develop a whole-school pedagogical framework for the teaching of reading.*

The plan was commenced in Semester II and plans are well developed and significant progress has been made with feedback from the School Improvement unit at 6 month, 9 month and 12 month junctures.

A Quadrennial School Review was conducted in Terms III and IV and future planning for 2017-2020 was mapped based upon the School Review and data gathering and analysis.

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Future Outlook

The explicit improvement agenda for 2017 will be reading and is outlined in the school Annual Implementation Plan based upon three priorities.

The key initiatives are:

Legend:

Develop Implement	Embed	Refine

Priority: Our Explicit Improvement Agenda is Reading	2017	2018	2019	2020
Ensure consistency in the school approach to the teaching of reading using the gradual release of responsibility model.				
Collect data to inform teaching and decision making.				
Support the explicit reading agenda through coaching and targeted resourcing.				
Use a case management approach to identify and implement strategies to support individual students.				
Develop staff skills for a balanced program using modelled, shared, guided and independent reading processes.				
Set and communicate goals to support reading progress through a consistent format.				
Communicate to the whole-school community the roles and responsibilities of the school leadership and teaching teams in leading and actioning the school's improvement agenda.				

Success Indicators:
- Gradual release of responsibility model is used in all classrooms to ensure that every student is engaged, challenged and learning successfully.
- School-based and systemic reading data indicates increased measures of progress of students in comparison with similar schools.

PRIORITY: Systematic curriculum delivery	2017	2018	2019	2020
Develop a whole-school curriculum, assessment and reporting framework based upon the Australian Curriculum that provides clarity and detail.				
Develop staff data literacy skills to track student progress and reflect on the effectiveness of teaching practice.				

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Action				
Establish and communicate explicit and measureable targets and timelines that inform the narrow and sharp improvement agenda.				
Collaboratively plan with teachers each term and prioritise data-driven decisions to support improvement for the range of learners.				
Incorporate differentiation through support and enrichment programs.				
Develop and implement a consistent school approach to explicit teaching of writing.				
Develop and implement a consistent school approach to explicit teaching of mathematics.				
Plan professional development on Australian Curriculum.				

Success Indicators:
- The Australian Curriculum, assessment and reporting year level plans are enacted and evidenced through formal and informal observations.
- Teachers supported to monitor closely the progress of individuals, identify support/enrichment opportunities and tailor classroom activities for all.

PRIORITY: A culture that promotes learning.	2017	2018	2019	2020
Focus professional development on opportunities to implement and embed the gradual release of responsibility model through coaching.				
Build teaching capability through structured coaching, mentoring, formal and informal observations.				
Use collaborative, school-wide processes (calibration, moderation and enrichment) to reinforce the high expectations for student learning.				
Communicate to the whole-school community the roles and responsibilities of the school leadership and teaching teams in leading and actioning the school's improvement agenda.				
Develop a workforce plan aligned to the school's improvement agenda.				
Ensure consistency in the delivery of school-wide behavior management processes and procedures.				
Enhance whole-school community consultation and communication processes.				

Success Indicators:
- There is a professional and skilled team of teachers, who take an active leadership role beyond the classroom.
- There is a shared responsibility for student learning and success.
- There is a shared culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.
- All teachers understand and use a range of effective teaching methods to maximise student learning.
- There is school-wide analysis and discussion of collected data to inform teaching practice (including academic, attendance, behaviour and student wellbeing).

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School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	420	191	229	18	95%
2015*	362	171	191	15	93%
2016	346	168	178	16	95%

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).

The school enrolment exceeds the number of students living within the catchment. In 2016, approximately 300 students lived within the catchment.

Characteristics of the Student Body

Overview

The Ferny Hills State School student body reflects the community of Ferny Hills and is largely drawn from mid socio economic backgrounds with minimal cultural diversity. Greater emphasis in recent years has been on school catchment zones. The catchment area of Ferny Hills State School is the smallest in our local area. Significantly more children attend the school than live in our catchment. Over 60% of our students live outside our catchment. Our student population is becoming gradually more diverse as new families enrol. The majority of students leaving Ferny Hills State School leave to secondary educational at Ferny Grove State High School.

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	21	21	20
Year 4 – Year 7	21	26	25
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

The school uses new Australian Curriculum and processes are in place to support our staff in the adoption of a nation-wide cohesive curriculum with collaborative planning meetings and year level overviews published each term.

Teachers implement structured numeracy and literacy instruction in all year levels each day of the week. Our program strives to match the quality of teaching to the standard of work required for each year level. Students who need more time to embed literacy and numeracy are provided with intervention to support their improvement. Details of regular and meaningful assessments are detailed in an assessment overview with staff utilising the assessments to inform teaching and report upon learning.

Feedback is provided to staff through formal and informal observations conducted by the Leadership team and through Learning walks. Reading goals for all students are evident in every classroom and are regularly updated and communicated to parents.

A camping program is provided to students in years 5-6 that allows our students to be engaged in challenging leadership and physical activity.

All Prep students are screened for language readiness within the first term each year. In 2016, all Prep students were provided with a hearing and vision screener. In 2017, the Prep program will be introducing Age Appropriate Pedagogies. Developed in association with Griffith University, research supports using age-appropriate pedagogies in the early years of schooling is important in supporting children to be actively engaged, creative and successful learners.

Students requiring additional support are then provided with additional instruction for the first semester.

The school trialled Case Management processes based upon Lyn Sharratt's 14 Parameters program where case management meetings so that all teachers have a dedicated time during which they can bring students forward. A clear and specific recommendation is decided on and recorded. The classroom teacher agrees to practise deliberately the chosen strategy in his or her classroom for at least three to six weeks and with continued support of colleagues present on a "reach out/go to" basis until the next meeting. The trial will be extended to all classes in 2017 with a focus on improving reading instruction.
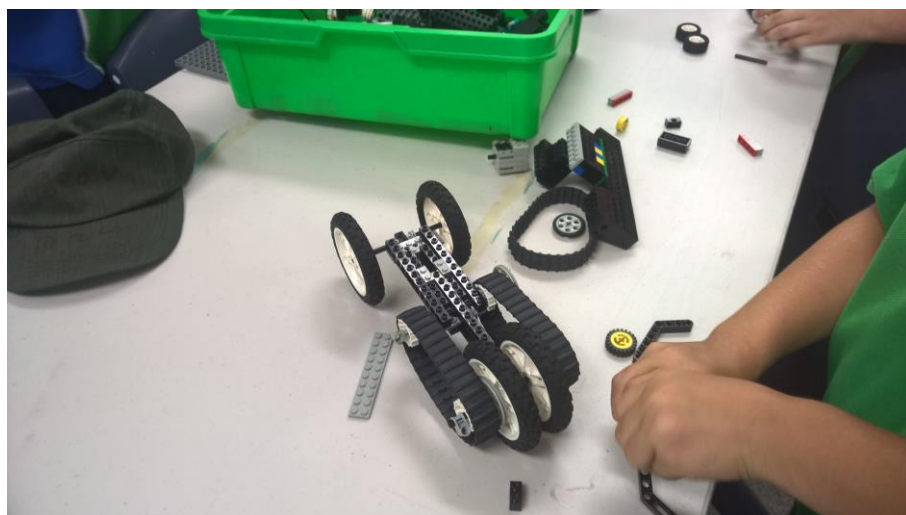
Co-curricular Activities

Our school music program is a significant group of students involved in bands, ensembles and choirs. Our music program provides real and meaningful performance opportunities for our students. The dedication and commitment of our teachers to this project is outstanding. Our 2016 year resulted in outstanding results for our Choirs and Concert Band with our groups regularly receiving Silver awards and one Gold.

Our interschool sporting program involves all students from years 4-6 and allows students to be actively participating in organised physical activity for 30 weeks every year.

Other opportunities include:
- Student leadership development activities with local schools;
- Year level support and extension programs;
- National mathematics competitions;
- Community art competitions;
- Inter-School Sports Program for Years 4-6 in the NorthWest District Sports
- Community participation activities e.g. Under Eights days, sports days and student discos,
- Music extension program and performing arts activities including:
    o instrumental Program (includes lessons in Strings, Woodwind, Brass and Percussion);
    o concert Band;
    o string ensemble;
    o inter-school music competitions and;
    o school choir.

How Information and Communication Technologies are used to Assist Learning

Information technology is an increasingly important feature of our curriculum offerings at Ferny Hills State School. Technology is seen as a tool to enhance literacy and numeracy outcomes for students by opening up learning to the endless opportunities provided online and through other tools such as ipads, laptops, digital cameras, podcasts, online classrooms, blogs and wikis. Our teachers are actively experimenting with how new technologies can enhance student learning and are committed to integrating them into our teaching. Our school has a fully connected computer lab with 30 computers. Laptop pods are now available in years 2-6 and Prep to Year 1 use iPad pods. The school boasts wireless technology for all classrooms and all classrooms have Interactive Whiteboards able to connect to the online resources of the Australian curriculum. As wireless access increases, new technology will be directed towards mobile laptops or tablets. Students in all year levels will have access to pods of mobile devices that can be utilised in the classroom using the wireless access points located in the classrooms.

Social Climate

Overview

We are fortunate to have available a school chaplain currently working four days a week with a pastoral care and mentoring agenda. We receive resources from the Federal Government, P&C and local churches and clubs to run this program. This is complemented by a World Vision mentoring program known as Kids Hope Aus. Ferny Hills State School was the first school in Queensland that ran the program with the Arana Hills Church of Christ. It is now run in 70 schools state-wide and the school celebrated 11 years of the program in 2016. The school is also fortunate to host mentors from the program. The mentors work side by side with individual students to support their needs.

New procedures were trialled in 2015 for managing Behaviour based on the Positive Behaviour for Learning Program. The focus of the plan was a consistent program enacted in in all classrooms. Sessions were held for parents to understand the processes and these are regularly reiterated at parent nights and assemblies.

The beginning of the year was used to reinforce the expectations and routines with teachers utilising the opportunities to teach and reinforce strategies and processes throughout the year, as required.

This year we conducted the annual spell--a-thon and this not only prepared our students for NAPLAN but assisted in the fundraising for the P&C. Prizes were provided for individual and family achievement. The return of over $9000 was an outstanding achievement.

An annual family working bee is attracting over 70 workers to complete tasks identified by students, staff and parents. The major focus was the newly completed Adventure Playground.

A Trivia night sponsored by local businesses was another successful fundraiser that engaged parents in a fun and challenging activity.

2016 was the final year of the P&C running the Gymnastics club with an invitation to offer to external providers being accepted by a private company who have signed a three-year lease.

The school P&C runs the school tuckshop, Outside Hours School Care, Gymnastics Ferny Hills and contributes annually to support teaching and learning initiatives.

Parent, Student and Staff Satisfaction

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)	95%	90%	89%
this is a good school (S2035)	95%	79%	87%
their child likes being at this school* (S2001)	95%	87%	95%
their child feels safe at this school* (S2002)	95%	93%	92%
their child's learning needs are being met at this school* (S2003)	93%	80%	79%
their child is making good progress at this school* (S2004)	95%	87%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	83%	94%
teachers at this school motivate their child to learn* (S2007)	93%	87%	100%
teachers at this school treat students fairly* (S2008)	93%	77%	87%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	100%
this school works with them to support their child's learning* (S2010)	88%	87%	90%
this school takes parents' opinions seriously* (S2011)	82%	76%	82%
student behaviour is well managed at this school* (S2012)	83%	60%	82%
this school looks for ways to improve* (S2013)	92%	79%	82%
this school is well maintained* (S2014)	98%	97%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	96%	92%
they like being at their school* (S2036)	90%	97%	86%
they feel safe at their school* (S2037)	88%	95%	90%
their teachers motivate them to learn* (S2038)	95%	95%	93%
their teachers expect them to do their best* (S2039)	97%	97%	94%
their teachers provide them with useful feedback about their school work* (S2040)	85%	93%	93%
teachers treat students fairly at their school* (S2041)	79%	87%	84%
they can talk to their teachers about their concerns* (S2042)	84%	87%	83%
their school takes students' opinions seriously* (S2043)	86%	91%	77%
student behaviour is well managed at their school* (S2044)	82%	85%	77%
their school looks for ways to improve* (S2045)	93%	97%	93%
their school is well maintained* (S2046)	92%	96%	93%
their school gives them opportunities to do interesting things* (S2047)	89%	94%	81%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	91%
they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
they receive useful feedback about their work at their school (S2071)	85%	86%	77%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	89%	78%
students are encouraged to do their best at their school (S2072)	100%	96%	95%
students are treated fairly at their school (S2073)	100%	96%	95%
student behaviour is well managed at their school (S2074)	65%	75%	93%
staff are well supported at their school (S2075)	77%	86%	70%
their school takes staff opinions seriously (S2076)	68%	93%	76%
their school looks for ways to improve (S2077)	96%	96%	95%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	93%	81%

* 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

Our parent community is increasingly active in the life of our school. Our P and C play an important role in the governance of the school as well as supporting the extra activities that enhances the learning for all students at Ferny Hills State School. Parent teacher nights are held early in the year as well as interviews are conducted in twice per year to keep parents informed as to the progress of their child. The P and C contribute to the school newsletter each fortnight, communicating to our community and invite people to participate in their child's education. Parents assist in the running of the tuckshop, Gymnastics Club, Outside Hours School Care and participate in the administration of the music program. Parents in the lower school regularly help out in classes and this will always be a welcome addition to our school.

Our school web page is regularly updated and the school used twitter to regular update events. A special section on our website has been set aside so that parents can access notes handed out at school. A school twitter feed, P&C Facebook and an App known as "QSchools' allows parents to readily access information.

In 2016, additional surveys and meetings were held to focus the school community on the agenda to support student learning and successes.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The school expectations, Health program and Social Skill resources (BounceBack!) focus on appropriate, respectful and healthy relationships.

The senior students also participate in Life skills sessions with Michael Jeh (https://michaeljeh.com/) each year that is also complemented by a parent information session open to all parents.

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	13	7	26
Long Suspensions – 6 to 20 days	1	1	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

The school is committed to improving its ecological footprint. Class recycling projects are in place. Strategies to minimise the use of water and power are being implemented. The school has been successful in securing assistance from the local council to implement more innovative measures. Recycling and composting and care for the environment were evident in school programs and activities. A vegetable patch was established to assist in the use of the compost and to demonstrate sustainable practices.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	167,222	9,830
2014-2015	166,377	4,319
2015-2016	165,740	2,435

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

School Funding

School income broken down by funding source

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

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

Find a school

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	27	22	<5
Full-time Equivalents	21	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	9
Bachelor degree	12
Diploma	6
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $31 672.18.

The major professional development initiatives are as follows:
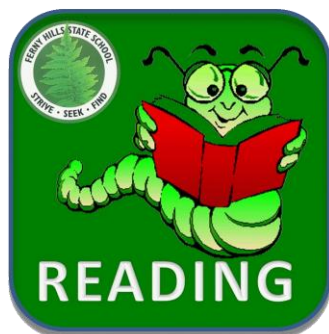
- Coaching sessions and Professional Development in the use of the Fountas and Pinnell reading benchmarks and resources.
- Staff were involved in collaborative sessions of the teaching of reading using the school framework utilising the Balanced Reading program components and the utilisation of reading goals.
- Regular sessions were conducted on explicit instruction, Gradual Release Model of Responsibility, reading goals and feedback.
- Individual and group sessions in the use of Interactive Whiteboards and interactive technology.
- Mentoring for beginning teachers.
- Implementing Sharratt's 14 Parameters program including coaching and case management.
- Whole staff and individual sessions in the use of OneSchool in the area of Roll Marking, Mark books, Dashboard, timetabling, behaviour records, contact records and data analysis.
- Implementing the Australian Curriculum – English, Mathematics, and Science using the Curriculum to Classroom (C2C) resources.
- Sessions on providing appropriate programs for students with disabilities including Autistic Spectrum Disorder, Hearing Impairment, Jolly phonics and medical conditions including diabetes and anaphylactic reactions.
- First Aid and CPR.
- Coaching of staff in leadership and Reading.
- Cleaning and facilities maintenance training.
- Annual mandatory training.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

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).	94%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	88%	90%

*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%.
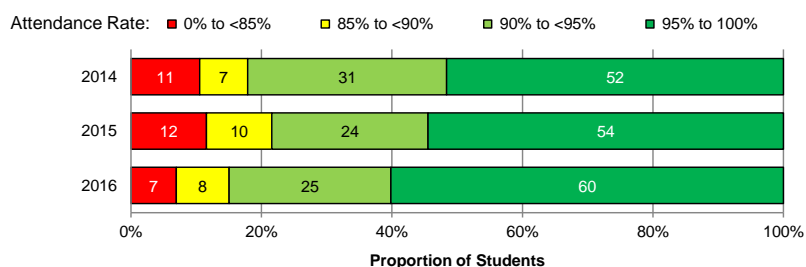
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014	93%	95%	93%	93%	95%	95%	92%	95%					
2015	93%	92%	94%	91%	94%	93%	95%						
2016	95%	96%	95%	94%	93%	93%	95%						

*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:

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

| Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	11	7	31	52
2015	12	10	24	54
2016	7	8	25	60

Proportion of Students

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 each day. The staff and leadership Team are provided with a list of student absences each day. When a student is away without notification and or returns without a note or call to the office to explain the absence, parents or caregivers are contacted. A SMS text messaging service is to be utilised by the start of the 2017 year. In the event that a student has persistent unexplained absences formal processes are implemented.

Through various forums the "every day counts" message is promoted. While student attendance is most important, parents and caregivers are reminded that students who are unwell should remain at home until they recuperate. Encouragement for attendance is provided through school attendance posters and school awards for attendance. Parents and caregivers are made aware of process to follow if students are likely to be away from the school for a prolonged period of time.
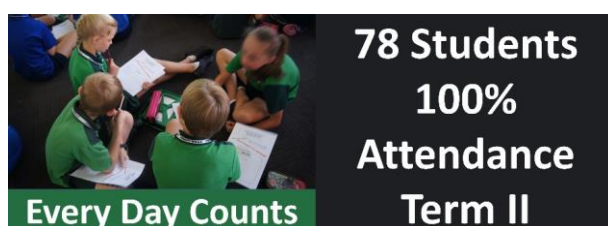
NAPLAN

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.**

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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.