



Ferry Hills State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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

Contact Information

Postal address:	PO Box 347 Ferny Hills 4055
Phone:	(07) 3550 5444
Fax:	(07) 3550 5400
Email:	principal@fernhillss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	The Principal



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)



Principal's Foreword

Introduction

School Progress towards its goals in 2017

Reading

Our focus has been on reading for a number of years with all classes having 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 levels 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 benchmarking 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.

The school review highlighted the need to maintain the focus on Reading and the school was very pleased to receive the feedback after check-ins by the School Review unit.

- School leaders have continued the focus on the development of consistent guided reading practices
- Teachers articulate an understanding that the key school priority is a focus on ensuring that reading practices were consistent across all year levels. They discuss the reading program in terms of a balanced approach with a particular emphasis on guided reading practices.
- A Gradual Release of Responsibility (GRR) has been linked to the guided reading process as the preferred pedagogical practice.
- The professional development program has a clear focus on the embedding of a consistent approach to the teaching of reading through the implementation of the Gradual Release of Responsibility (GRR) model. Teachers indicate that staff meetings are structured to model the whole-school pedagogical approach and focus on enhancing staff capability in effective reading practices and effective teaching approaches.
- School leaders indicate that the observation of classroom practices informs whole school, cluster and individual professional development and differentiated support for staff members. Teachers speak of opportunities provided by

key personnel for modelling and focussed coaching. They indicate that the feedback is regularly provided and is viewed as supportive and constructive.

- There is a deliberate strategy to focus school human resources to support student reading achievement. Teachers indicate that the additional resources, particularly specialist teachers and teacher aides, supports the implementation of the guided reading program. Focussed coaching occurs in targeted year levels and is strategically redirected to address student needs and school priorities.
- Deliberate allocations of time are positioned in the school day to allow for maximum deployment of the available human resources to support classroom guided reading instruction. Teachers are aware that the allocation of additional human resources to classroom reading programs changes each semester.
- School leaders and teachers describe two approaches to providing teachers with feedback to teachers on the enhancing of effective strategies to teach reading.
- A whole school data wall is employed to map and track student reading achievement. Teachers indicate that the data wall has been refined to align with the increasing sophistication of collected data and staff use of data to inform teaching practices.
- The case management process has been expanded in 2017 to include all teachers in Years 3 – 6, with planning to include Prep to Year 2 in the near future. This process is led by a school leader and involves teachers working in clusters or pairs to engage in professional discussions that support colleagues to develop an action plan for a selected student. Teachers indicate that the current focus involves a focus on shifting student achievement towards the U2B.
- Collaborative planning sessions are scheduled each term. Teachers indicate that these sessions are led by the HOC and have a clear focus on English and the development of term overviews.
- The Pedagogical Framework has been revised and implementation is on-going.

School Expectations

Another key initiative in 2017 was further developing refining our School Expectations for Behaviour based upon the evidence based program, Positive Behaviour for Learning (PBL). The student developed mascot (Ferry 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 2018.

Future Outlook

The explicit improvement agenda for 2018 will be Literacy with a focus on reading and developing and implementing writing skills and is outlined in the school Annual Implementation Plan based upon three priorities.

The key initiatives are:

Improvement priority: Literacy

Ensure consistency in the school approach to the teaching of reading using the gradual release of responsibility model.

Develop consistency by developing a school approach to the teaching of writing using a research-based approach utilising the school pedagogical framework.

Use a case management approach to identify and implement strategies to support individual students.

Embed staff skills for a balanced program using modelled, shared, guided and independent reading processes.

Embed the communication of reading goals to support reading progress through a consistent format.

Develop a consistent approach to the identification and communication of writing goals to support the writing processes.

Improvement priority: *Systematic curriculum delivery*

Embed a whole-school curriculum, assessment and reporting framework based upon the Australian Curriculum that provides clarity and detail.

Develop and embed staff data literacy skills to track student progress and reflect on the effectiveness of teaching practice.

Establish and communicate explicit and measureable targets and timelines that inform the narrow and sharp improvement agenda.

Embed and refine collaborative planning with teachers each term and prioritise data-driven decisions to support improvement for the range of learners.

Incorporate differentiation through the refinement of support and enrichment programs.

Ensure differentiation is documented for all students for achieving success for Students with Disabilities.

Develop a consistent school approach to the explicit teaching of writing.

Develop and implement STEM initiative, related to Australian Curriculum through the support of a STEM teacher to develop pedagogy.



Improvement priority: A culture that promotes learning.

Build teaching capability through structured coaching, mentoring, formal and informal observations.

Refine collaborative, school-wide processes (calibration, moderation and enrichment) to reinforce the high expectations for student learning.

Ensure consistency in the delivery of school-wide behaviour management processes and procedures.

Enhance whole-school community consultation and communication processes.

Our School at a Glance

School Profile

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

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	362	171	191	15	93%
2016	346	168	178	16	95%
2017	361	169	192	11	95%

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

In 2017, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

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	2015	2016	2017
Prep – Year 3	21	20	22
Year 4 – Year 6	26	25	24

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. All Prep students were provided with a hearing and vision screener. The Prep program will continue developing the Age Appropriate Pedagogies in Prep and the Early Years of schooling. 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 has embedded Case Management processes based upon Lyn Sharratt's 14 Parameters program where all teachers have a dedicated time during which they can bring students forward in a group consultation meeting. 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 six weeks and with continued support of colleagues present on a "reach out/go to" basis until the next meeting. The focus for 2017 was 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 2017 year resulted in outstanding results for our Choirs and Concert Band with our groups regularly receiving Silver awards and Gold awards.

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;
- Lunch time activities;
- 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:
 - instrumental Program (includes lessons in Strings, Woodwind, Brass and Percussion);
 - concert Band;
 - string ensemble;
 - inter-school music competitions and;
 - 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 have their own Ipad which they are using to use new technologies to 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.

In 2019, the school will introduce a BYO program for Year 4 students after a plan and approaches are piloted in 2018. In 2018, a Science Technology Engineering and Mathematics specialist (STEM) will be used to incorporate digital technologies in planning and programs within the school.



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 12 years of the program in 2017. The school is also fortunate to host mentors from the program. The mentors work side by side with individual students to support their needs.

The Positive Behaviour for Learning Program continues to be enhanced across the school. The focus of the plan was a consistent program enacted 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 Read--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 50 workers to complete tasks identified by students, staff and parents.

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

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:	2015	2016	2017
their child is getting a good education at school (S2016)	90%	89%	96%
this is a good school (S2035)	79%	87%	85%
their child likes being at this school* (S2001)	87%	95%	93%
their child feels safe at this school* (S2002)	93%	92%	98%
their child's learning needs are being met at this school* (S2003)	80%	79%	91%
their child is making good progress at this school* (S2004)	87%	85%	91%
teachers at this school expect their child to do his or her best* (S2005)	93%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	94%	91%
teachers at this school motivate their child to learn* (S2007)	87%	100%	96%
teachers at this school treat students fairly* (S2008)	77%	87%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	98%
this school works with them to support their child's learning* (S2010)	87%	90%	96%
this school takes parents' opinions seriously* (S2011)	76%	82%	81%
student behaviour is well managed at this school* (S2012)	60%	82%	80%
this school looks for ways to improve* (S2013)	79%	82%	91%
this school is well maintained* (S2014)	97%	95%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	92%	87%
they like being at their school* (S2036)	97%	86%	81%
they feel safe at their school* (S2037)	95%	90%	79%
their teachers motivate them to learn* (S2038)	95%	93%	85%
their teachers expect them to do their best* (S2039)	97%	94%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	93%	82%
teachers treat students fairly at their school* (S2041)	87%	84%	70%
they can talk to their teachers about their concerns* (S2042)	87%	83%	83%
their school takes students' opinions seriously* (S2043)	91%	77%	76%
student behaviour is well managed at their school* (S2044)	85%	77%	62%
their school looks for ways to improve* (S2045)	97%	93%	87%
their school is well maintained* (S2046)	96%	93%	86%
their school gives them opportunities to do interesting things* (S2047)	94%	81%	78%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	91%	79%
they feel that their school is a safe place in which to work (S2070)	100%	98%	98%
they receive useful feedback about their work at their school (S2071)	86%	77%	70%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	78%	78%
students are encouraged to do their best at their school (S2072)	96%	95%	98%
students are treated fairly at their school (S2073)	96%	95%	100%
student behaviour is well managed at their school (S2074)	75%	93%	79%
staff are well supported at their school (S2075)	86%	70%	60%
their school takes staff opinions seriously (S2076)	93%	76%	60%
their school looks for ways to improve (S2077)	96%	95%	98%
their school is well maintained (S2078)	100%	100%	95%
their school gives them opportunities to do interesting things (S2079)	93%	81%	76%

* 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" and in 2017 QParents was introduced that allows parents to readily access information.

In 2017, 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 school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	7	26	18
Long Suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	2
Cancellations of Enrolment	0	0	0

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
2014-2015	166,377	4,319
2015-2016	165,740	2,435
2016-2017	175,982	15,292

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

School Funding

School income broken down by funding source

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

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

Find a school

Sector:

☒ Government
☒ Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	31	21	<5



2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	25	14	<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.**	11
Bachelor degree	16
Diploma	4
Certificate	

*Teaching staff includes School Leaders

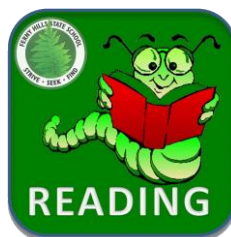
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$47 675.35.

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 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	92%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

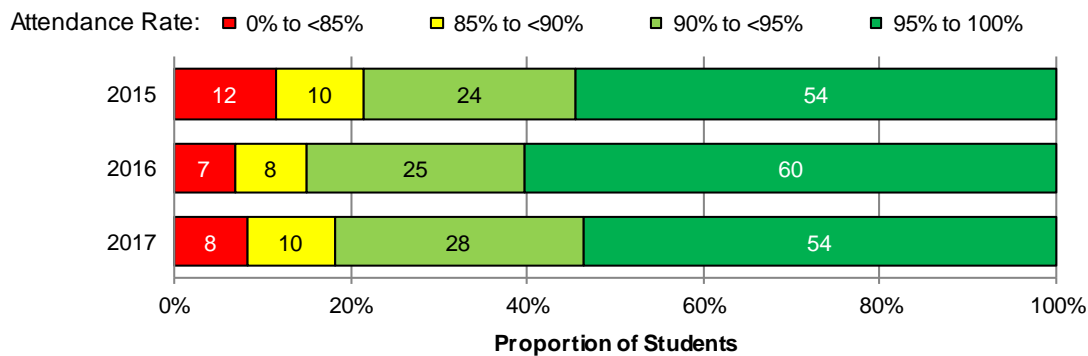
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	92%	94%	91%	94%	93%	95%						
2016	95%	96%	95%	94%	93%	93%	95%						
2017	94%	94%	95%	95%	94%	92%	91%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 was utilised at 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.



75 Students

100%

Attendance

Term I

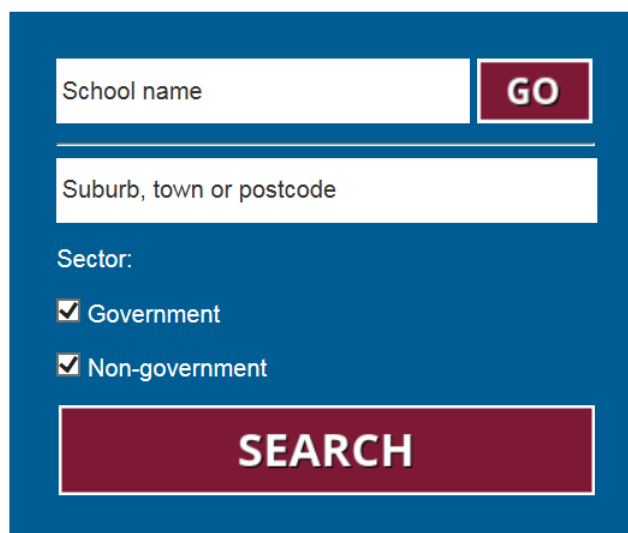
Every Day Counts

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

A search form titled 'Find a school' with a blue background. It contains a text input field for 'School name' with a 'GO' button to its right. Below this is another text input field for 'Suburb, town or postcode'. Underneath is a 'Sector:' label followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom is a large red button with the word 'SEARCH' in white capital letters.

School name

Suburb, town or postcode

Sector:

☒ Government

☒ Non-government

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

School 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.