

# Woodridge 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

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## School Overview

At Woodridge State School around 75% of our students come from a LOTE background; however, we as educators recognize and respect the unique attributes of every learner. Members of this primary school community, including staff, parents, Community Liaison Officers and citizens, have demonstrated passionate dedication and commitment to improving the life chances of children from approximately 35 nationalities. This school, through developing and implementing a curriculum framework using various perspectives and strategies as well as the essential learnings and general capabilities of the key learning areas, strives to improve the well-being and literacy and numeracy skills of our students. This is a Prep to Year 6 school with approximately 706 students, including 132 in the Intensive English Language Centre. The School celebrates well-founded partnerships with government agencies, universities and community groups such as ACCESS Inc, LoganCity Council, Global Learning Centre and The Australian Sports Commission. These enhance the learning experiences our children are offered in the physical, emotional, social and cognitive areas. The school's Parents and Citizens Association fosters strong working relationships between staff and families to provide a supportive learning environment for all.

Vision:

Together, as Global Citizens, –Providing Opportunities- Creating Futures

Mission/ Purpose:

Woodridge State School, as a multicultural and diverse learning community, provides a quality education in a safe, supportive, challenging and meaningful environment which builds resilience and responsibility and develops skills of tolerance and respect for others to enhance social cohesion.

Values:

We are committed to showing the following core values of: - Care, Respect, Unity and Responsibility.

## Principal's Foreword

### Introduction

Throughout 2017, the staff and students were again meaningfully engaged in real life and purposeful learning. Each group reflected on their past learning and where they wanted to be at the end of the year.

This report gives another "snapshot" of our school's learning and teaching journey over the year and it celebrates the efforts and outcomes in which everyone associated with the school has shared. Language & Literacy, Numeracy, Science, History, Geography and Social and Emotional Well-being (Including Health & Physical Education) and the corresponding Information and Communication Technologies that support these Key Learning Areas (KLAs) were again main foci for our year.

Throughout 2017, our school maintained its desire to support the needs of our students and staff through Investing for Success funding. This meant further focus and support (using coaches, mentors, additional Special Education Teachers, Speech and Language time and Teacher –aide time) for our main KLAs above and staff capability enhancement.

School Progress towards its goals in 2017

At Woodridge State School, the emphasis was on working together, providing the best opportunities to achieve the expected outcomes for successful futures. We progressed this school Mission through:

1. A Focus on Learning for 21st Century including critical and creative thinking routines and considering Global Citizenship
2. Differentiated Implementation of the Australian curriculum via sound Learning and Wellbeing and Pedagogical Frameworks.
3. Embedding Key Signature Strategies for English, Mathematics Science and H.A.S.S

Highlights of 2017

Congratulations went to our Leadership Team and all staff, students and supportive parents and care-givers who worked so hard in the development of the Four Year Strategic Plan 2018-2021 for Woodridge State School. In May, the School Improvement Unit from Central Office asked three reviewers to see how our school had operated and implemented its previous Four Year Plan and recommend initiatives and strategies for the future strategic plan. The very confirming commendations and recommendations to continue with the sound trajectory of the school's improvement agenda were all well received and adopted into the 2018-2021 Strategic Plan. We continued to share locally and state-wide our "Global Citizenship education – passport to social cohesion" initiative which strengthens the socio-emotional, behavioural and cognitive abilities of students to help them develop a sense of belonging, to act responsibly, and to think critically and creatively about local, national and global issues. :

- Continued positive gains in NAPLAN Reading and Numeracy
- Student, Parent and Staff Satisfaction surveys still trending at or above 85%
- Special Days of Celebration such as Harmony Day; ANZAC Day; NAIDOC Refugee Week; Well-being Day; Prep Expo and Under8s Day



- Great, Real-life and Life-like experiences in Social Sciences using our Inquiry Approach, including the Harvard Visible Thinking Routines.
- Our Major facilities projects of enclosing a section under G Block for STEAM programs and the refurbishment of Block and the Intensive English Language Centre.
- The Logan City Council's shared laneway along our western boundary was completed and officially opened in Semester 2, 2017.
- Successful ILC and Year 3 & 5 Swimming Programs

## Future Outlook

At Woodridge State School the emphasis will be on working together, providing the best opportunities to achieve the expected outcomes for successful futures. We will progress this through:

### 1. A Focus on Learning for 21st Century:

Strategy: Engage and Explore the 21st Century Fluencies in our Curriculum and Pedagogical Frameworks;  
Mentor teaching staff to review and enhance our knowledge and skills related to Global Citizenship and the A.C General Capabilities of: Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding and Ethical Understanding.

Using the 5 E's -Engage, Explore, Explain, Elaborate and Evaluate, where possible (especially in Science) and enhancing Critical and Creative Thinking and the Inquiry approach to learning throughout the curriculum,  
Use of Critical and Higher Order thinking, digital devices and adaptive technologies is supported by HOCs, ICT coordinator and ICT committee members. The use of I pads, graphic outlines, and other visual supports are encouraged.

Strategy: Enhance the Facilities and Workforce for 21st Century Learning through a Collaborative Inquiry Approach;  
Use the Developing Performance Framework as a tool to align teacher and Leadership capability development with school priorities. Present the Australian Standards linked through Q CoT to show the expectations for growth over time of teacher capacity.

Administration, Facilities and Grounds planning implemented with a focus on current and future needs of the Community, Workforce and Teaching & Learning.

### 2. Differentiated Implementation of the Australian curriculum via sound Learning and Wellbeing and Pedagogical Frameworks

Strategy: Use of School approved Assessment and Learning Strategies to Support Individual Progress;

All class planning to clearly articulate differentiation measures in place with student targets included

All teachers to have scheduled conferences every term with every student to provide appropriate feedback, to encourage continual improvement and to monitor individual goals

Strategy: Provide Opportunities for Applying Learning to the Students' Real World;

Continue the implementation started for the Humanities (History, Geography, and Civics & Citizenship) and consolidate the establishment of our Health & Physical Education Programme in conjunction with other well established programmes for Well-being.

Consider feedback from participants in programs such as: Sporting Schools (previously Active Afterschool Sports), Interschool Sports, Volleyball Cup, Camps and Excursions. Are they engaging the targeted group/ audience?

Strategy: Student Engagement and Attendance are positively affecting Learning;

School attendance to be maintained to assist individual learning progress. Teachers to monitor attendance and to make contact with parents on the 3rd day of absence. Use of S.E.T/MST, DP and CLOs for assistance. G.O and other agencies may be called upon where necessary.

Community elders, mentors and regional support to be arranged when & wherever necessary to assist with engagement.

Through our Learning and Well-being framework including Kids Matter, You Can Do It and PBL these staff will engage in leadership roles to progress engagement, learning and well-being.

Action Plans are developed, budgeted for and managed by these officers.

### 3. Embedding Key Signature Strategies for English, Mathematics, Health, Science and H.A.S.S.

Strategy: Language and Literacy support;

Teachers will continue to embed with the support of the Leadership Team BID structured units and their implementation and assessment.

Implement the Investing for Success Strategies for Language and Literacy including for example, Teacher aides to assist with Guided Reading in a more structured way and increasing the percentage of students in the Upper two bands in Year 3 and Year 5 for Reading

Strategy: Mathematics and Numeracy coaching and support

Teachers are to use the school's Mathematics program and peer coaching approach to develop the practices stated. Inquiry, Natural Maths along with other signature strategies will be emphasised too.

Strategy: Science, Health and H.A.S.S coaching and support

Teachers are to use a similar approach to review the Science and Health Programs as used for the review of the school's Mathematics program and use a peer coaching approach to enhance the good practices stated for Science and Health teaching. Embed the use of English, Maths, Science and Behaviour Must Dos. Refine the Humanities & HPE Must Dos

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	723	360	363	59	91%
<b>2016</b>	744	376	368	67	89%
<b>2017</b>	769	392	377	54	94%

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

At Woodridge State Primary School, nearly 75% of our students do not come from a background of speaking standard Australian English; however, we as educators recognize and respect the unique attributes of every learner. Around 30% of our students are from a refugee background. There is approximately 8% of the student population from an Aboriginal or Torres Strait Islander background and approximately 5% of students have a verification of a disability. Members of this primary school community (including staff, parents, Community Liaison Officers and citizens), have demonstrated passionate dedication and commitment to improve the life chances of children from over 35 nationalities from this low socio-economic school through developing and implementing a curriculum framework to improve the well-being and Literacy and Numeracy skills of all students. Each staff member strives to see that "Every Child Succeeds"

### 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	24	25	24
Year 4 – Year 6	28	26	28

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Students participate in meaningful literacy and numeracy units of study to enhance their learning and engagement using interactive technology with real life and life-like experiences. A challenging, Inquiry approach using the Harvard Thinking Routines has been developed with enriched curriculum units in Humanities, Social Sciences, Science and Mathematics.

Students in Prep to Year 6 are being taught through a very effective "Break It Down, Build It Up" Language Program Intensive English language classes for newly arrived refugee/ humanitarian visa holders. This focused approach to language learning and social cohesion is highly valued by our community.

An inclusive Special Education Program that aligns the profiled needs of students with service delivery is supportive of individuals.

## Co-curricular Activities

Our Extra Curricula Learning Activities included: Cultural activities, interschool sporting events and visiting musical performances as well as a developing instrumental music program.

- Rugby League Challenge Cup, Craigslea Volleyball Competition and creative arts programs were also inviting learning activities for our children. These were just a few of the activities offered at this school.
- On Tuesday and Thursday afternoons from 2:45pm to 4:15pm, the school and the Australian Sports Commission ran the Sporting Schools Program for our Years 3 to 6 children to further support a healthy life-style.
- Special Cultural Days such as Harmony Day, Spring Fair Day, Refugee Day and NAIDOC week were celebrated to enhance our students' cross-cultural understandings.

## How Information and Communication Technologies are used to Assist Learning

We have an "e-Learning" vision, which states: Together-Providing Opportunities-Creating Futures. Our students will be active, caring citizens in a learning, technological global society. ICT/ e Learning is viewed as a means of empowering the learning of our students and staff members. It also enhances the strategies of teachers and learners for making meaning. The educational potential of ICT/e-learning is its power to create equal and immediate access to information and expertise anywhere, anytime.

Working Digitally:

Interactive whiteboards in each classroom using electronic teacher collection; learning objects and the internet.

Digital tools that include: digital cameras; flip cameras; laptops; ipads and computers

Developing Professionals:

PD offered in Learning Pathways; Virtual Classrooms; ACARA familiarization; mobile devices (i.e. iPads) and use of Interactive Whiteboards.

Sharing of "Best Practice"

Enabling Learners:

Use of Student ICT expectations to incorporate ICT into lesson plans.

"Mathletics" program used throughout the school

Use of online learning environments for students. e.g., "Learning Place"

Harnessing Enterprise Platform:

Maintenance of computer fleet

All computers connected to the LAN

Wireless LAN to all areas of the school

Use of "One School" for Finance and Administrative processes, reporting, recording of diagnostic assessment and tracking of behaviour

Use of "Learning Place" for project rooms; eLearning Blackboard spaces for some class and for professional communities; and for One Channel Web Conference sessions.

## Social Climate

### Overview

Our school's core values are now summarised by the following: Respect, Responsibility, Unity and Caring.

Special days such as Spring Fair, our N.A.I.D.O.C. event and Harmony Day, highlight the positive school climate we share.

The Responsible Thinking Process is fundamental to the social interaction at this school. Students are encouraged to reflect upon their behaviour and to do the most appropriate thing in their interactions with others. Our students in Prep to 6 are involved in Program Achieve: You Can Do It Too to further develop Social Skills and their Well-being.

Our Kids Matter Committee provides an over-arching framework where the behavioural, social and emotional needs of students, parents and staff are linked in community. We have a common language and a school-wide approach to behaviour and well-being support.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	94%	97%	100%
this is a good school (S2035)	94%	97%	100%
their child likes being at this school* (S2001)	95%	97%	100%
their child feels safe at this school* (S2002)	97%	97%	98%
their child's learning needs are being met at this school* (S2003)	95%	94%	100%
their child is making good progress at this school* (S2004)	94%	97%	100%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	94%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school motivate their child to learn* (S2007)	97%	97%	100%
teachers at this school treat students fairly* (S2008)	92%	97%	98%
they can talk to their child's teachers about their concerns* (S2009)	97%	94%	98%
this school works with them to support their child's learning* (S2010)	97%	94%	100%
this school takes parents' opinions seriously* (S2011)	86%	94%	98%
student behaviour is well managed at this school* (S2012)	92%	100%	97%
this school looks for ways to improve* (S2013)	95%	97%	100%
this school is well maintained* (S2014)	92%	94%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	100%	99%
they like being at their school* (S2036)	97%	94%	97%
they feel safe at their school* (S2037)	98%	97%	93%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	100%	99%
teachers treat students fairly at their school* (S2041)	97%	96%	98%
they can talk to their teachers about their concerns* (S2042)	96%	94%	96%
their school takes students' opinions seriously* (S2043)	93%	95%	94%
student behaviour is well managed at their school* (S2044)	97%	96%	93%
their school looks for ways to improve* (S2045)	99%	98%	100%
their school is well maintained* (S2046)	98%	97%	100%
their school gives them opportunities to do interesting things* (S2047)	97%	98%	99%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	99%	100%	99%
they feel that their school is a safe place in which to work (S2070)	99%	100%	99%
they receive useful feedback about their work at their school (S2071)	93%	94%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	98%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	99%	100%	97%
student behaviour is well managed at their school (S2074)	97%	100%	93%
staff are well supported at their school (S2075)	96%	99%	85%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school takes staff opinions seriously (S2076)	94%	100%	85%
their school looks for ways to improve (S2077)	96%	100%	97%
their school is well maintained (S2078)	96%	97%	94%
their school gives them opportunities to do interesting things (S2079)	99%	100%	94%

\* 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

Parents and carers continued to be encouraged to participate in their children's education at various levels through the following ways and the areas described in the school's Parent and Community Engagement Framework:

- 1) Building a caring, respectful relationship with staff by sharing a pleasant greeting, speaking in a friendly manner in day to day conversations and at mutually, pre-arranged meetings, as well as at parent/teacher conferences;
- 2) Reading and responding to (where necessary), the fortnightly School newsletter and any special notices sent home;
- 3) Assisting with classroom/class group activities, such as reading book returns, sports group supervision and practices;
- 4) Attending open afternoons;
- 5) Listening and enjoying performances and assemblies;
- 6) Assisting at tuck-shop and fundraising ventures, especially at the "Spring Fair"
- 7) Joining our Parents and Citizens' Association, and
- 8) Engaging the school staff on the website and via email.
- 9) Parents and teachers share student's individual progress and reports at conferences arranged each Semester and on Open Day Folio sharing times.

Again, Regional Community Liaison Officers and those from Non –government settlement agencies for the following cultural groups were used to enhance understanding between the school and home: Pacific Islands, Burma, Afghanistan and Africa communities.

Our school also has a Community Hub and leader to assist with Family support, Health and Pre-Prep programs. This assists with our newly arrived and Immigrant families settle into school life.

Consultation regarding the adjustments made to assist students with diverse needs to access and participate fully at school is generally arranged through our classroom teachers, Special Education or EALD HOSES and /or Deputy Principal.

## Respectful relationships programs

Through our Learning and Wellbeing Framework, including Positive Behaviour for Learning and Kids Matter, Woodridge State School has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Through our Health, Social and Emotional, and Behaviour weekly lessons students are supported in caring for their personal safety and awareness, including identifying and responding to abuse and violence and developing their knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are feeling unsafe.

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. The Daniel Morcombe, Bullying- No Way, Respectful Relationship, Brave Hearts and Kids Matter resources are clearly embedded in our curriculum programs to enhance students' and school community development.

## 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	56	68	149
Long Suspensions – 11 to 20 days	2	0	2
Exclusions	1	0	1
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Over the past twelve months, the school has undertaken to continue to strive to reduce the water use and loss by maintaining dual flush toilets, the use of watering cans for any gardening and the careful use of taps. Regular maintenance of taps, toilet cisterns, pedestals and fittings is scheduled. Rainwater tanks have been maintained for toilet use at the Hall and near the senior amenities block. Our sprinkler timing devices are monitored and adjusted for effective use.

Solar panels were installed on the Prep building during 2010 and have been maintained in 2017. This continues to help the school feed power back to the grid. With the additional air-conditioning in the older buildings, came more responsibility for turning off appliances throughout the school when not in use. We continue to monitor this issue.

During 2017, our school continued to revisit our Earth-Smart Sustainability Plan for the school with student, parent, staff and community input. Our Earth-Smart team meets each term to discuss, monitor and plan our effects on our environment. Curriculum Units in H.A.S.S, Science and Health also help inform and add meaning to our Earth-smart Sustainability Plan.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	189,544	1,540
2015-2016	195,987	9,168
2016-2017	203,911	5,230

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	81	48	<5
Full-time Equivalents	72	32	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	10
Graduate Diploma etc.**	1
Bachelor degree	68
Diploma	2
Certificate	0

\*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 \$57 701

The major professional development initiatives are as follows:

The continuation of the implementation of the Australian Curriculum, Assessment and Reporting Initiative and the supportive resource - Curriculum into the Classroom were major influences on teachers' professional learning, especially in English, Mathematics, Science, History, Geography, Civics & Citizenship and Health and Physical Education. Inquiry learning incorporating the Harvard Thinking Routines continued to be a serious part of professional learning in 2017 for teaching staff.

Literacy Development using Break It Down, Build It Up strategies, Spelling and Vocabulary Teaching, and Catering for Diverse needs

Numeracy professional development continued to focus on Inquiry Learning, Problem-solving and Reasoning and building a common approach to the teaching, planning and assessment of Mathematics at Woodridge.

E-Learning professional development and projects were undertaken by many teaching staff and the Leadership team.

General well-being was catered for during special Kids/Staff Matter events throughout the year.

Professional development in peer coaching was undertaken by selected teachers. All teachers at Woodridge are skilled in peer coaching and are encouraged to support each other using these skills.

Staff were mentored, coached and shared collegially in learning circles.

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.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% 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).	92%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	87%	87%

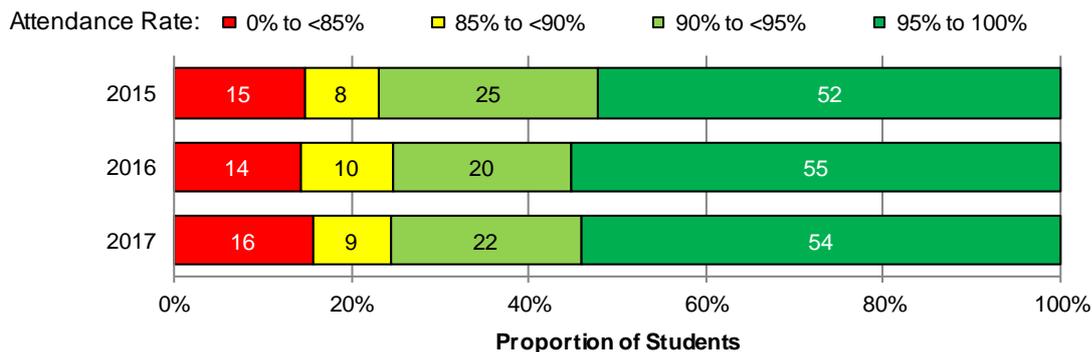
\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	91%	90%	92%	92%	93%	93%	93%
2016	91%	92%	92%	93%	94%	93%	94%
2017	94%	91%	94%	94%	94%	95%	94%

##### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

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

Class Rolls are marked at the beginning of the day and at the commencement of the afternoon session after the first break.

Children who arrive after lesson blocks have commenced (9.00) are to report to the school administration building to receive a late slip. This late slip is then handed to the child's classroom teacher so the late attendance to class can be recorded. If a student is to be absent from school parents are able to notify the school via a written note, the office phone number, or Email link on our website. The school will contact parent/carers if there have been no notifications of absence by 9:30am. If there is a number of unexplained or high absences reported parents and carers will be contacted by our staff.

Our school very much supports the Everyday, Every Lesson Counts initiative by the Department of Education.

Our Student Engagement Teacher, Chaplain and community liaison officers all support our office and teaching staff in engaging with families to encourage students to attend school every day.

Our students are rewarded for improved attendance and for attaining over 95 %attendance each semester.

### 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.

## Conclusion

Once again, this year our school community can be pleased with the progress our children and staff have made in the areas outlined above in this Annual School Report. A very special achievement was the 2017 Student Community Forum, which the Global Citizenship Team arranged and hosted. We are all proud to be able to: " Together, as Global Citizens, –Provide Opportunities- Create Futures"