Woodridge State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

Contact Information

Postal address:	PO Box 297 Woodridge 4114
Phone:	(07) 3440 2333
Fax:	(07) 3440 2300
Email:	principal@woodridgess.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

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 30 nationalities. This school, through developing and implementing a curriculum framework using various perspectives and strategies as well as the essential learnings 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 750 students, which celebrates well-founded partnerships with with government agencies,universities and community groups such as ACCESS Inc 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.

Our school vision: Together; Providing Opportunities; Creating Futures is supported by our schools shared values of Respect; Responsibility; Unity, and Caring
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Principal's Forward

Introduction

Throughout 2016, 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 2016, 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 2016

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 and Science;

Highlights of 2016

Congratulations went to our Showcase Team and all staff, students and supportive parents and care-givers who worked so hard to gain the "**2016 Network Ten Showcase Award for Excellence in the Early and Primary Years.**" Our "Global Citizenship education – passport to social cohesion" initiative 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. :

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- Continued positive gains in NAPLAN Reading and Numeracy

- Student, Parent and Staff Satisfaction surveys still trending around or above 90%

- 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

- Our Major facilities projects of our staff carpark and perimeter fencing.

- The Council shared laneway along our western boundary was commenced and is being developed over Semester 1, 2017.

- Successful ILC and Year 3 & 5 Swimming Programs

- A fine awareness program of future learning experiences for Year 6 students through Launch into Life at Griffith Uni Logan.

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 Ipads, 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

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	754	378	376	68	88%
2015*	723	360	363	59	91%
2016	744	376	368	67	89%

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

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

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

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

Characteristics of the Student Body

Overview
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. 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 30 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 their students.

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Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	25
Year 4 – Year 7	26	28	26

*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

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 Year6 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 are valued.
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.

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 which include: digital cameras; flip cameras; laptops; ipad trial and computers
Developing Professionals:
Use of Smart classroom PD Framework
Staff working from Certificate to Licence Level
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

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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 children 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			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	94%	97%
this is a good school (S2035)	88%	94%	97%
their child likes being at this school* (S2001)	100%	95%	97%
their child feels safe at this school* (S2002)	100%	97%	97%
their child's learning needs are being met at this school* (S2003)	87%	95%	94%
their child is making good progress at this school* (S2004)	94%	94%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	97%	94%
teachers at this school motivate their child to learn* (S2007)	94%	97%	97%
teachers at this school treat students fairly* (S2008)	88%	92%	97%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%	94%
this school works with them to support their child's learning* (S2010)	94%	97%	94%
this school takes parents' opinions seriously* (S2011)	88%	86%	94%
student behaviour is well managed at this school* (S2012)	94%	92%	100%
this school looks for ways to improve* (S2013)	94%	95%	97%
this school is well maintained* (S2014)	94%	92%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	98%	100%
they like being at their school* (S2036)	98%	97%	94%
they feel safe at their school* (S2037)	97%	98%	97%
their teachers motivate them to learn* (S2038)	98%	100%	100%
their teachers expect them to do their best* (S2039)	98%	99%	100%

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Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	100%
teachers treat students fairly at their school* (S2041)	96%	97%	96%
they can talk to their teachers about their concerns* (S2042)	95%	96%	94%
their school takes students' opinions seriously* (S2043)	96%	93%	95%
student behaviour is well managed at their school* (S2044)	96%	97%	96%
their school looks for ways to improve* (S2045)	98%	99%	98%
their school is well maintained* (S2046)	98%	98%	97%
their school gives them opportunities to do interesting things* (S2047)	98%	97%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	99%	99%	100%
they feel that their school is a safe place in which to work (S2070)	100%	99%	100%
they receive useful feedback about their work at their school (S2071)	95%	93%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	97%	97%	100%
students are treated fairly at their school (S2073)	100%	99%	100%
student behaviour is well managed at their school (S2074)	97%	97%	100%
staff are well supported at their school (S2075)	97%	96%	99%
their school takes staff opinions seriously (S2076)	96%	94%	100%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	99%	96%	97%
their school gives them opportunities to do interesting things (S2079)	97%	99%	100%

* 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.

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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.

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	84	56	68
Long Suspensions – 6 to 20 days	5	2	0
Exclusions	3	1	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
. 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 2016. 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 2016, 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	181,690	126,812
2014-2015	189,544	1,540
2015-2016	195,987	9,168

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL

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

School Funding

School income broken down by funding source

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

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

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	85	47	<5
Full-time Equivalents	75	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.**	2
Bachelor degree	68
Diploma	3
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 2016 were $71 093

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 was also a serious part of professional learning in 2016 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 "Big Ideas" Problem-solving and Reasoning and building a common approach to the teaching and planning 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. It has been planned to have all teachers at Woodridge skilled in peer coaching over 2015 & 2016.

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

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

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
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, 99% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	85%	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.

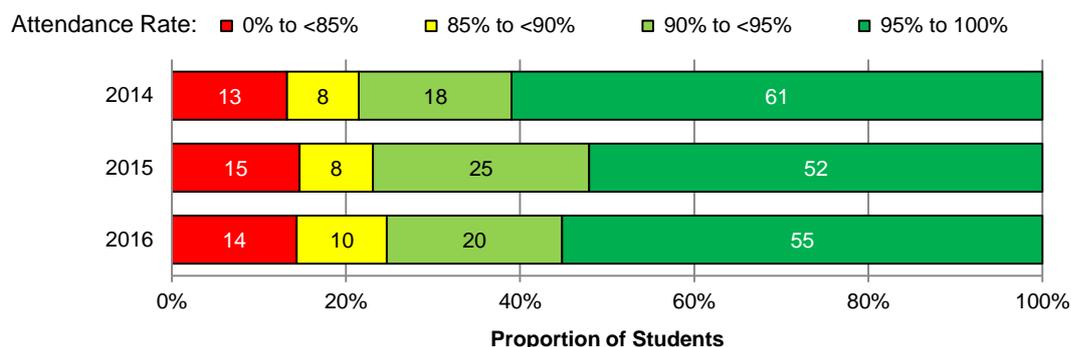The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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**
2014	92%	91%	93%	93%	94%	93%	94%	93%
2015	91%	90%	92%	92%	93%	93%	93%	NA
2016	91%	92%	92%	93%	94%	93%	94%	NA

*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.

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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	13	8	18	61
2015	15	8	25	52
2016	14	10	20	55

Proportion of Students (0% to 100%)

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 and Training.

Our mobility support 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.**

Find a school

| School name | GO |

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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 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 2016 Network Ten Showcase Award for Excellence in the Early and Primary Years." for our "Global Citizenship education – passport to social cohesion" initiative.