Eagle Junction State School
Queensland State School Reporting
2015 School Annual Report

Postal address	49 Roseby Avenue Clayfield 4011
Phone	(07) 3637 1111
Fax	(07) 3637 1100
Email	principal@eaglejunctionss.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	Principal – Mr. Adam Mathewson

Principal's foreword

Introduction

Each year state schools throughout Queensland publish a School Annual Report related to student and school performance across a range of school activities for the previous school year. This report relates to our educational journey as a school community during 2015. It also identifies the progress made by the school in terms of our achievement of the goals we had established for 2015.

We are very proud of the work of our students, staff and parents during the course of the year and have much pleasure in providing this report to you.

Throughout 2015 our school continued to provide a healthy, supportive and safe environment in which to learn and teach – a quality school with high expectations for all who work and learn here, with our teaching and learning emphasis on improving student learning outcomes and student well-being. As has been the practice at Eagle Junction State School for many years, the positive working relationship that exists between staff, students and parents was crucial to the achievements and successes of 2015.

This document can be accessed on the school website (www.eaglejunctionss.eq.edu.au) or a hard copy is available from the office. After reading this report, if you have any enquiries, please contact me on 07 36371111 or email the.principal@eaglejunctionss.eq.edu.au

Adam Mathewson
Principal

School progress towards its goals in 2015

Commencing:

- **the development of Expert Teaching Teams through coaching and feedback**
  - Continued to build Professional Learning Communities through year level and sector meetings and optional Professional Development
  - Implemented Collaborative Coaching model with an explicit focus on High Impact Teaching
  - Developed and implemented Learning Walks process
  - All staff engaged in the Developing Performance Framework

- **the development of a whole school approach to the teaching of number**
  - Participated in City Cluster maths moderation
  - Provided professional development to analyse and use PAT-M assessment data
  - Identified teachers attended maths problem solving workshop and followed up by providing professional development for staff

- **the development of a whole school approach to the teaching of Writing and Spelling**
  - Analysed and used the NAPLAN writing marking guide
  - Provided professional development on spelling
  - Offered coaching to teachers to analyse and use spelling data to inform teaching and learning

Consolidating:

- **engagement with our Pedagogical Framework and the consistent use of High Impact Teaching Strategies**
  - Provided professional development, coaching and feedback in the High Impact Teaching sequence
  - Alignment – focused on ensuring alignment to our Pedagogical Framework and High Impact Teaching instruction within lessons and units of work
  - Refined planning process to focus on front-ended assessment, alignment to Pedagogical Framework and ensuring teachers have a deep understanding of the curriculum intent and assessment

- **EJ Whole School Reading Program**
  - Reviewed EJ Reading Program
  - Provided professional development and support to analyse and use data (PM, PROBE and PAT-R) to inform teaching and learning

- **the processes for the collection and analysis of data to inform teaching practice and the differentiation of instruction for every student**
  - Collected data in line with the Assessment and Monitoring Schedule
  - Analysed data to inform differentiation groupings

Continuing:

- **Implementation of the Australian Curriculum**
  - Refined planning process to focus on front-ended assessment and ensuring teachers have a deep understanding of the curriculum intent and assessment
  - Engaged staff in moderation to ensure consistency of judgment

- **Implementation of our Learning and Wellbeing Framework – Differentiation**
  - Continued focus on creating and maintaining safe and supportive classroom environments
  - Beginning teachers engaged in Classroom Profiling series of Professional development, coaching and observations
  - Put 'Faces on the Data' – Differentiation Placemats, class groupings, year level identification process, data walks, Developing Performance Conversations and use of Intensive teachers, Gifted Education Mentors, STLaN and Collaborative Coaches.

- **Participated in professional development with Dr Lyn Sharratt to 'Put Faces on the Data'**
  - Developed and implemented a process for Learning Walks at EJ

- o Provided professional development
- o Collaboratively developed sector Data Walls
- o Engaged staff in focused conversations around the faces on the Data Wall

- **Exploration and use of 21st Century tools and devices to support learning and engagement**
    - o Provided whole staff professional development focused on creating using iPads
    - o Staff-led optional professional development focused on using iPads offered each week

Future outlook

In 2016 Eagle Junction will focus on:

Commence:
- The development of a revised whole school approach to the teaching on mathematic and numeracy.
- Embed differentiation and personalized learning by "Putting faces on the data" to ensure that we are differentiating instruction for every student.

Consolidating:
- The development of Expert Teaching Teams through coaching and feedback.
- The development of a whole school approach to the teaching of reading.

Continue:
- Engagement with our Pedagogical Framework and the consistent use of High Impact Teaching Strategies.
- The processes for the collection and analysis of data to inform teaching practice and the differentiation of instruction for every student.

Our school at a glance

School Profile

Eagle Junction State School opened in 1895 and has developed as a fine educational institution with our motto of '*Honour before Honours'* reflecting the values held by our community. There has been significant community participation in both the decision making and support processes of the school for a number of years and this continued in 2015 with parents very involved with the reconstruction of the forecourt area of the school and improvements to the operation of the Tuckshop as well as providing invaluable support for teaching and learning within the classrooms.

School enrolments from Prep to Year 6 in 2015 was 812 with 103 members of staff. Staff included 3 Administrators, 2 Business Service Managers, capably supported by 67 teaching staff, 28 teacher-aides and 9 ancillary and office staff.

In 2015 the students at Eagle Junction State School have had access to a wide range of excellent facilities. The school buildings and grounds are admired by all who visit our school. All classrooms and learning areas are air conditioned. These environments along with the school hall, heated swimming pool, three playgrounds, the sound proof instrumental music and classroom music rooms, tennis/basketball courts and an oval housing cricket practise areas provide great spaces for learning, teaching and playing.

The pursuit of excellence in academic, sporting and cultural endeavours, coupled with strong school values and a strong sense of community service has made Eagle Junction State School one which honours its past, and those who have shared in it, and a positive vision for the future.

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school: 841

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	801	375	426	5	94%
2014	852	417	435	13	96%
2015	812	397	415	5	95%

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

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

In 2015, 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:

Students at Eagle Junction State School come from a range of socio-economic and cultural backgrounds with the majority of our students living in Clayfield from highly educated and professional families. Forty-seven different nationalities are represented in the school. We have more than 180 students with English as an Additional Language or Dialect. When designing curriculum programs, teachers consider the values and beliefs of the students' backgrounds and their individual learning needs as well as the curriculum intent. In 2015 with the use of Great Results Guarantee funding, we employed an additional ESL teacher to focus on building the language skills of EAL/D students in the Early Years.

Education is highly valued in our community and school attendance is very good with an average daily attendance rate of 95%.

Parents are supportive of and value education with many volunteers working in and for our school in different capacities. The P&C Association is very active and highly supportive of the students in the school and we are very proud of the sense of community and acceptance that welcomes all students and families to the school and enables each student to achieve their goals.

Average class sizes

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	22	23	23
Year 4 – Year 7 Primary	23	23	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

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

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	2	10	1
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- Differentiated programs for students have been developed for student extension, acceleration, challenge and support.

- Special Education teachers support students verified by EQ with having significant education support needs as a result of Speech Language Impairment, Autism Spectrum Disorders, Intellectual Disability, and others disabilities as required.

- Curriculum support is provided by Advisory Visiting Teachers for students with Hearing Impairment and Physical Impairment.

- Two Learning Support Teachers provide support to students and their teachers to differentiate teaching and learning programs to address student's specific learning needs.

- Guidance Officer (2.5 days per week) provides support with assessment, advice around learning and teaching and counseling.

- The Young Scholars Program is conducted with the QASMT and QAACI.

- High Achievers Program conducted with Kelvin Grove State College.

- The Queensland Academies Partnerships online learning.

- Solid Pathways for High Performing Indigenous students.

- The Mini Writers, Scientists and Thinkers Festival involved students from Years 4, while the Writers Festival gave many students opportunities to work with reputable authors.

- Physical Education – 2 PE teachers deliver Physical Education programs to all students from Prep to Year 6.

- The school swimming pool facilitates the teaching of swimming for all students in Term 1 and 4.

- Music - 2 Music teachers deliver the Classroom Music program from Prep – Year 6 and 3 Instrumental Music Teachers deliver brass, woodwind and percussion and strings lessons for students from Year 3 to Year 6.

- Japanese is the language offered to students in Years 5 and 6.

- Library – We have 1 Teacher Librarian and a Library Teacher-aide. The library staff support teachers and students with planning, classwork, research and borrowing while also conducting Readers Clubs for the P-3 (Eagle Cadets) and Years 4 -6 (Eagle Boys and Eagle Divas). Leadership opportunities were offered via the Library Monitors program.

- Additional learning opportunities were offered to students from Prep to Year 6, by participation in curriculum related excursions to enhance learning in History, Geography, Science and Art.

- Student Leadership Programs for Year 4-6 6 students. The leadership program aims to build leadership density via the following leadership positions: School Captains, Sports House Captains, Music Captains (Year 6 students) and Student Council Representatives (Year 4-6 students).There were also Semester elections for Year 6 Senior Leaders and Student Council Representatives (Year 4-6).

Extra curricula activities

- Participation in Mathematics Competitions, Readers Cup and Premiers Reading Challenge and the Queensland Debating Union.

- An interschool sporting program which included soccer, netball, rugby league, cricket, softball, touch, swimming, and track and field and cross-country was offered to students in Years 5 - 6.

- Many of our students were afforded the opportunity to represent the District, Region and State in sporting activities.

- The school also hosted its own Swim Club with increasing membership. Swim coaches worked from the heated school pool all year round with Squad and Learn to swim classes.

- The Instrumental Music program of woodwind, brass and percussion for students from Years 4-6. The strings program was extended to students from Years 3-6.

- Choir membership was offered before school to Years 4-6 while the Prep and Junior Choirs from year 1-3 were conducted as part of the classroom music program.

- Music Camps were also offered at various times throughout the year as well as Master classes with Kedron SHS and with Julie Christiansen, the Artistic Director of Birralee Voices.

- The Music program has grown considerably and in 2015 in the Queensland Youth Music Awards, the Senior Choir and Senior Concert Band received Gold while the Junior Choir Silver.

- High School Transition Programs operate in collaboration with Kedron SHS, Wavell SHS, Kelvin Grove State College and Aviation High.

- Religious Instruction is provided to students in Years 4 - 6 by local volunteers.

- The Chaplaincy program operated in 2015 three days a week.
- Camping programs are offered to Years 4-6 focusing on team building and leadership development.
- Chess Club operated before school one day a week.

- Drama lessons, tennis coaching and Martial Arts instruction were conducted out of school hours.

- Our students participated in a variety of community events, including ANZAC Day, Bilby Day and National Sorry Day, Harmony Day and raising money for Vellore Hospital in India.

How Information and Communication Technologies are used to improve learning

Curriculum programs at Eagle Junction State School place an emphasis on the integration of ICTs to enhance learning and engagement. The school's ICTs environment continues to evolve. A new and upgraded infrastructure and the upgrading of the school broadband assisted with the improvement to the speed and efficiency of ICTs. A very generous donation of $101 000 by our P&C Association allowed us to purchase additional resources. Classrooms benefited from the addition of 98 student laptops, an apple mac server and laptop trolleys to our growing range of ICT resources. The ICT Committee developed an Action Plan and strategies for the coming years. The Committee and school ICTs are maintained and supported by a Technician who works in the school two days per week. In total, the school spend $146 000 on ICT in 2015.

In 2015 the school operated a BYOD program in the Prep and Year 1 classes. Additional school devices are available so that all students can engage with the BYOD program. This program enables our Prep and Year 1 students to benefit from the enhanced pedagogies these devices make available for the teachers and students.

Laptop computers, the embedding of ICTs in all levels of planning, implementation and assessment has increased. The C2C resources developed to support the Australian Curriculum also encourage the use of ICTs.

The Learning Place and Virtual Classrooms, Mathletics, Reading Eggs and other resources have become an integral part of our classrooms. Teachers also access a broad range of professional development opportunities.

The school will continue to use the ICT Learning Plan to guide future directions of the School ICT Action Plan.

Social Climate

Eagle Junction State School places a high priority on staff and students wellbeing. There are processes in place to address any extraordinary circumstances for our families via the Parent Network, such as providing cooked meals in times of family distress or illness, support with getting students to and from school and financial support to ensure all students can benefit from the opportunities offered to our students.

Teachers strive to establish a safe and supportive learning environment by building positive relationships with their students and by involving parents as partners in the learning experience. There was a sustained effort throughout 2015 to maximise prime learning time and encouraging punctual arrival at school was a focus.

Our social skills program You Can Do It, continued to be the vehicle for learning the skill sets needed for building the foundation keys of Resilience, Getting Along, Confidence, Persistence and Organisation.

Students were involved in a range of activities that promote leadership, concern and care for others and citizenship. Our Pastoral Care Program included our Buddy System between younger and older students e.g. Prep and Year 6. Year 5 and Year 4 students were trained as 'reading friends' for our year 2 and 3 students.

There were also opportunities for students to participate in the School Leadership Program as Year 6 Senior Leaders, School Captains, House Captains, and Music Captains and as Library Monitors and Student Council Representatives. The Student Council represented students from Prep to Year 6, with representatives chosen from the Year 4- 6 classes. It was responsible for a number of school activities and fundraising including conducting a talent quest to raise money for the Vellore Hospital in India and conducting a fund-raiser for the Save the Bilby Fund.

Students reported a high level of satisfaction (98%) that they feel safe at school. Parents reported a high level of satisfaction (95%) that this is a good school.

The school provided a safe, tolerant and disciplined learning environment based on the School Wide Positive Behaviour Plan, the visibility of School Values and the elements of the You Can Do It program and our Anti – Bullying Strategy encapsulated in the 'High Five' and our 4W Action Plans.

The leadership team and P&C supported the School Chaplaincy service throughout 2015 and in this year the service was expanded to 3 days per week due to P&C support of the service.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	90%	93%	94%
this is a good school (S2035)	100%	90%	95%
their child likes being at this school (S2001)	97%	98%	97%
their child feels safe at this school (S2002)	100%	99%	100%
their child's learning needs are being met at this school (S2003)	82%	92%	90%
their child is making good progress at this school (S2004)	85%	92%	92%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	86%	88%
teachers at this school motivate their child to learn (S2007)	95%	90%	92%
teachers at this school treat students fairly (S2008)	100%	84%	91%
they can talk to their child's teachers about their concerns (S2009)	100%	94%	96%
this school works with them to support their child's learning (S2010)	79%	86%	90%
this school takes parents' opinions seriously (S2011)	86%	75%	83%
student behaviour is well managed at this school (S2012)	97%	88%	91%
this school looks for ways to improve (S2013)	94%	86%	93%
this school is well maintained (S2014)	100%	96%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	93%	98%
they like being at their school (S2036)	94%	93%	97%
they feel safe at their school (S2037)	97%	98%	98%
their teachers motivate them to learn (S2038)	99%	96%	98%
their teachers expect them to do their best (S2039)	99%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	93%	96%	98%
teachers treat students fairly at their school (S2041)	89%	84%	88%
they can talk to their teachers about their concerns (S2042)	89%	87%	90%
their school takes students' opinions seriously (S2043)	91%	89%	93%
student behaviour is well managed at their school (S2044)	91%	88%	93%
their school looks for ways to improve (S2045)	98%	97%	98%
their school is well maintained (S2046)	96%	94%	97%
their school gives them opportunities to do interesting things (S2047)	88%	91%	98%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	95%	97%
they feel that their school is a safe place in which to work (S2070)	97%	98%	100%
they receive useful feedback about their work at their school (S2071)	87%	92%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	91%	80%
students are encouraged to do their best at their school (S2072)	99%	100%	100%
students are treated fairly at their school (S2073)	99%	100%	98%
student behaviour is well managed at their school (S2074)	96%	97%	100%
staff are well supported at their school (S2075)	88%	87%	92%
their school takes staff opinions seriously (S2076)	84%	85%	85%
their school looks for ways to improve (S2077)	93%	98%	98%
their school is well maintained (S2078)	99%	100%	98%
their school gives them opportunities to do interesting things (S2079)	90%	92%	97%

# '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

A very high level of parental involvement is one of the hallmarks of Eagle Junction State School. The very active Parents and Citizens Association coordinates a Parent Network. This is an organization of parents that contributes to the wellbeing of students and families at the school. The organization promotes a strong social network by utilising parent representatives for each class who then organise out of school activities for parents and students. They also collect the information for, and publish a parent directory. The parent directory lists the names and contacts of many of the parents and students in each year level and is available through the school community. The Parent Network also raises funds to provide support to our students and families when it is required, to enable full participation in the full range of educational experiences.

Parents are very involved in a range of classroom activities including supporting class programs, sharing expertise, attending excursions and sporting activities. Their support and contributions are welcomed at our school. Parents are also very actively involved in the participation and management of students who participate in choirs, instrumental music, public speaking, debating, chess, and extension programs conducted off site. The Music Support Group has become integral to the support and successes of our Music Program in 2015.

In 2015 the school conducted a number of training programs for parents to assist them with understanding the pedagogy associated with literacy and numeracy teaching and learning. Some of these included; Support a Reader, Support a Number, Ready Readers Training program and the You Can Do It program.

Reducing the school's environmental footprint

Our school is committed to reducing our environmental footprint. As a result, this has influenced the behaviours of students, staff and community and we have implemented a school infrastructure plan for the future to support sustainability which include:

- Water saving devices
- Solar and Gas Heating and Electricity
- Replacing light bulbs in the school with energy saving bulbs
- Paper Recycling
- Student recycling teams
- Enforcing anti-pollution behaviours

The installation of air conditioning units for classrooms across the school has made us conscious of the impact this has on our electricity usage and procedures have been introduced to use these efficiently. Air Conditioning units are on a timer system and operate on a timer system.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	232,147	4,789
2013-2014	238,893	6,248
2014-2015	259,522	5,994

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	60	26	0
Full-time equivalents	51	14	0

Qualification of all teachers

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	43
Graduate Diploma etc.**	9
Masters	5
Doctorate	0
Total	**60**
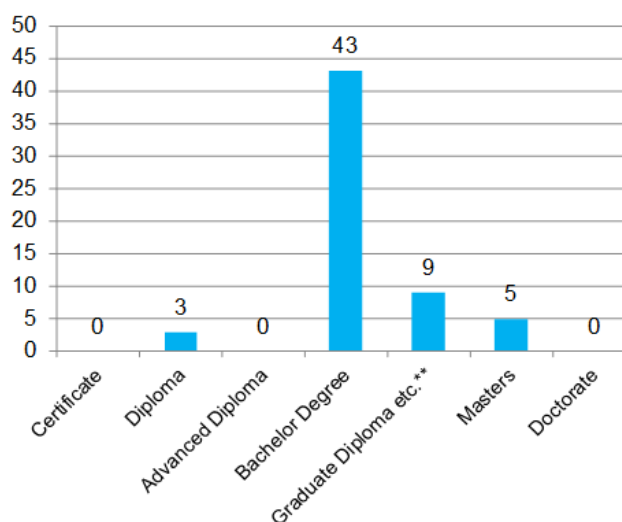
*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
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**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $51 385.

The major professional development initiatives are as follows:

- Developing expertise in data analysis and application including "Putting Faces on the Data".
- Consolidating the implementation of the High Impact Teaching model introduced in 2013.

- Development of coaching, co-teaching and mentoring models to enhance the application of new knowledge and skills.
- Implementing a Learning Walk process to foster conversations around teaching and learning.
- Develop expert teaching teams – engaging in development performance conversations and EJSS Term planning process.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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

Find a school

School name | GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015

The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	94%	91%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

	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
2013	96%	96%	95%	95%	96%	95%	95%	95%					
2014	95%	95%	95%	95%	96%	95%	95%	95%					
2015	96%	95%	95%	96%	96%	96%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.
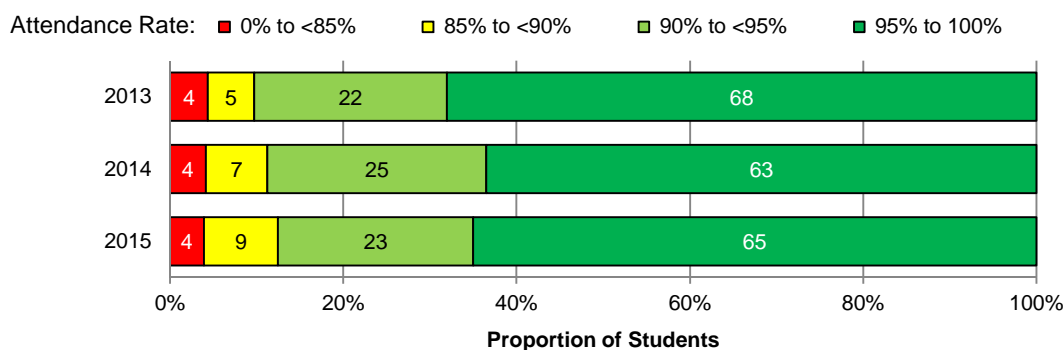
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

All classroom rolls are marked electronically using the OneSchool operating platform.

Student absenteeism is monitored closely on a day to day basis with the principal personally checking unexplained absences each Friday. These are followed up by the class teacher and 3 referrals are enough for a letter home to parents.

Late arrivals at school are also closely monitored and letters are forwarded to parents after 3 instances.

Prolonged absences from school e.g. extended holidays are approved via the Exemption from Compulsory Schooling process
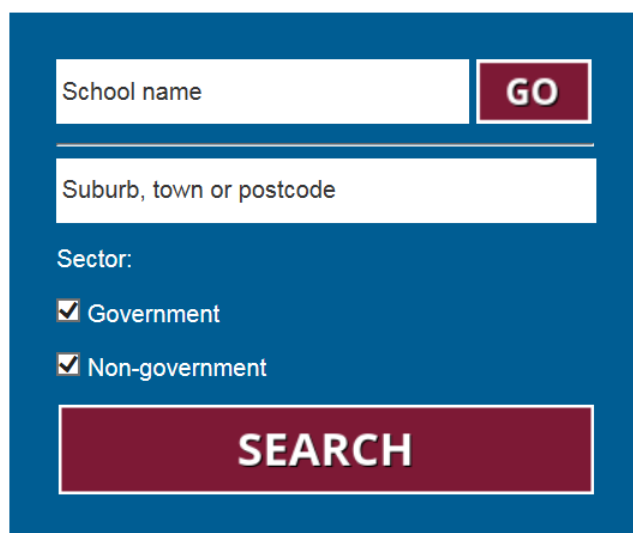
Regular articles about the value of regular and full-time attendance are distributed in the Newsletter and to individual families when needed.

The principal regularly surveys the arrival and late arrival of students and publishes the results in the Newsletter.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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.**

Where it says **'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.