



Kenmore South State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Kenmore South State School is a coeducational school located in the western suburbs of Brisbane, approximately 15 km from the CBD. The school was established in 1967 and is situated in a delightful 4.5 hectare bush setting.

In 2014 Kenmore South State School was successful in its application to become an Independent Public School. The Independent Public Schools initiative recognises the best decision-making often occurs at a local level through direct response to local community needs and aspirations. By becoming an Independent Public School, our principal, teachers, parents and local communities have a greater control and ownership of our schools.

Kenmore South State School has established an outstanding reputation as leader in the education of students both within the local and wider community. This has resulted in unprecedented growth over the past five years. Kenmore South State School is an enrolment managed school servicing the needs of students within our defined catchment area.

Children, teachers and parents are partners in the learning process. The joy of learning flourishes in an atmosphere of trust, sharing and caring.

Philosophy

We believe that education develops the whole child emotionally, socially, intellectually, physically, artistically, morally and spiritually, and is a lifelong activity. Understanding that all children learn at different rates and in different ways informs all educational practices. Children's experiences at school encourage independence, a respect for others, cooperation, initiative, self-discipline, self-esteem, adaptability as well as enthusiasm, curiosity and imagination.

At Kenmore South State School, the experiences at school develop in children a respect for humanity and for their environment. We are committed to promoting the best interests of students, providing the best we can and accepting personal accountability.

The pedagogical approach to teaching and learning that Kenmore South State School uses is the Explicit Model of Teaching. Our school prides itself on its partnership between Instructional Leadership, our Pedagogical Framework and high community expectations. At the heart of our school is our positive approach to learning, encouraging students to actively engage in the learning process.

School Values and Beliefs

- Teaching and Learning should take place in an inclusive, safe and supportive environment.
- Strong links between our school, parents/ carers and the wider community will enhance learning.
- Teaching and learning should be engaging, challenging, inclusive and reflective.
- Learning should be tailored to meet the cultural beliefs and values, learning strengths and styles of the learner.
- Our school promotes life-long learning.

School Motto

"Developing young minds for understanding and success."

Enrichment Programs

Kenmore South State School continues to focus on enrichment programs to cater for both gifted and talented students and students with particular interests. These students are catered for by both classroom teachers and specialised programs established to meet their needs. The school offers many clubs enabling our students to develop their skills and expertise discovering new interests or passions.

Curriculum

Kenmore South State School has collaboratively developed a Curriculum Framework that responds to the needs of students, supports the development of a learning community and incorporates curriculum,

pedagogy and assessment and reporting. The Kenmore South State School Curriculum Framework aims to meet the needs of the diverse student population.

Our school aims to develop in students the traits of being self-disciplined and being able to respond to challenges, and to become confident independent and responsible valuable members of the community, prepared and motivated to pursue a healthy lifestyle.

An unrelenting whole school approach to supporting teaching and learning via flexible groupings of students based on 'readiness' rather than just chronological age has resulted in 83% of our Year 3 students performing in the Upper Two Bands in the 2018 NAPLAN reading assessment. Our continued focus on the maximisation of achievement for all of our students via a differentiated approach has meant that each of our students is a successful learner.

Our Community

Forming strong partnerships with our school community, coalition, local community and global community is a priority. Parents are encouraged to participate in their child's education from the outset. Opportunities for involvement are outlined at enrolment interviews, orientation sessions, parent teacher nights, welcome to new parents barbecues, curriculum information sessions, through information posted on the school website and in the school and class newsletters.

The philosophy of Kenmore South State School embraces communication between school and home and acknowledges that this is paramount. Parents are informed of year level specific curriculum via Term Overviews, which outline the key areas of learning for each year level. These overviews are provided on the school website.

Open door policies facilitate further discussions between parents, teachers and students and are encouraged to provide school and home support for all students.

Parents regularly join classroom teachers and assist with reading, maths, art and sport.

Special events are widely supported and celebrated by the school community.



School progress towards its goals in 2018

During 2018 we:-

- Reviewed and refined current Pedagogical Framework
- Embedded High Impact Strategies with an effect size greater than 0.4
- Aligned with current research, evidence and department initiatives
- Engaged staff in focussed collaborations to advance effective literacy teaching and learning for all students. Implement formalised whole-school peer coaching and feedback model to support Pedagogical Framework
- Ensured consistency of practice
- Established feedback culture
- Ensured consistency in the teaching and delivery of Reading
- Provided Professional Development, coaching and feedback to support all staff
- Used research and evidence to determine best practice Accelerate the learning of every student through excellence, precision and equity in our teaching
- Timetabled Teacher Aides to assist in Reading Groups
- Focused intervention through Support Teacher Literacy and Numeracy
- Internally reviewed the Reading processes and procedures – administration of reading programs
- Provided opportunities for Teachers to engage with feedback, Teacher to Teacher and Teacher to Student
- Bookwork and student samples were shared with Teachers and Leadership Team
- Provided staff with professional development in the effective use of differentiation strategies
- Embedded the Explicit Teaching of Writing Framework, ensuring a clear and consistent approach
- Collaboratively utilised community resources to provide enrichment opportunities within the curriculum to support extension
- STEM action plan embedded across the school
- Embedded extension opportunities within the curriculum and external activities Utilise community resources to provide enrichment opportunities
- Reviewed current community partnerships in STEM
- Provided challenging learning experiences that further develop STEM expertise across the curriculum
- ARTS action plan embedded across the school

Progress on these priorities and goals

- School's Pedagogical Framework reviewed, editions and modifications established
- All staff engaged with the Pedagogical Framework embedding across the school, this work to continue in 2019
- 100% of teachers engaged with feedback processes with a specific focus on Reading
- NAPLAN U2B results Year 3 - 83 % and Year 5 - 69%
- Significant increase in the number of students leaving Prep with a PM independent reading level above PM 7
- Every student has achieved their specific learning goals in reading drawn from the Australian Curriculum
- Increase in the number of students achieving valid and reliable A and Bs which aligned with NAPLAN results
- Every student has achieved their specific learning goals in writing drawn from the Australian Curriculum
- Development of more enrichment opportunities for students to build their capabilities

Acknowledgement of outstanding achievements

- Kenmore South NAPLAN results placed the school as 11th in the State.
- ACARA acknowledged the outstanding results and gains by the school in Reading
- Robo Cup – State and National Results
- Debating – Top placed team for QDU debating
- Tournament of Minds – State Finalists
- Queensland Primary School Representation in Cross Country – Year 5 student
- State Championship finalist in Swimming, Track and Field – 3 Students
- Tennis – Under 12s Nationals – 1 student
- Met West representation for Soccer – 1 student
- Became a member of the Digital Learning Alliance – Regional Initiative

Future outlook

Based on the Schools Strategic Plan and school data our Priorities for 2019 include:-

PEDAGOGY

- PALS – Positive Agile Learners – embed across the school
- Pedagogical Framework – Continue to build and monitor - Standards of Practice; Book Work; Programs; Sharing of Practice, Pedagogy; Coaching & Mentoring, High Yield Teaching
- Building Staff Capacity - provide opportunities for staff to participate in professional development that builds their individual capabilities to enhance their role.

INCLUSION

- Differentiation – Class Teachers working alongside the STL&N; Case management; SEP Caseloads to focus on and meet the individual needs of the students
- Extension and Enrichment - Promote opportunities for students to be enriched and challenged, continue to build clubs to enhance students skills and interests, Teacher Aide support in classrooms;
- Inclusive practices for students who are verified and required specialised support to enhance the curriculum
- Building Staff Capacity - provide opportunities for staff to participate in professional development that builds their individual capabilities to enhance their role.

DATA

- Early Start & Literacy Continuum – teaching staff to understand the benefits of using the data to inform the teaching sequence and or individual learning goals based on data.
- Student Goals – Class teachers assist students to set individual learning goals in Literacy, Numeracy and Personal and support students to reach their potential.
- NAPLAN – use NAPLAN data to inform areas in which the school can continue to improve teaching and learning for students.
- Data walls & Data conversations – Class teachers continue to promote and use Bump It Up Walls for students to gauge their progress in Literacy and for Class teachers to understand class data sets and to use them effectively to make a difference in student learning. A reading data wall is used to monitor and discuss student progress
- Building Staff Capacity - provide opportunities for staff to participate in professional development that builds their individual capabilities to enhance their role.

READING AND WRITING

- Ensure consistency in the teaching and delivery of Reading and Writing – continue to build upon the great work achieved across the school and embed practices that have been learnt throughout 2018.
- Provide Professional Development, coaching and feedback to support all staff
- Use research and evidence to determine best practice accelerate the learning of every student through excellence, precision and equity in our teaching

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	604	627	635
Girls	287	302	297
Boys	317	325	338
Indigenous	5	6	4
Enrolment continuity (Feb. – Nov.)	96%	97%	98%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The student body of Kenmore South has a fairly equitable distribution of boys and girls. 1% of our student body identify as Aboriginal or Torres Strait Islander. 4% of our students have a verified disability. 9% of our students have English as a second language.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	23
Year 4 – Year 6	23	23	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our curriculum priority is to make the important interesting, not the interesting important.

- Our staff recognise the importance of explicit teaching to achieve clearly identified and specific learning outcomes.
- Staff place high expectations on student conduct and the development of social responsibility through the delivery of the You Can Do It! Program. This consists of weekly lessons focusing on the 5 Keys to Success: Persistence, Confidence, Resilience, Getting Along, and Confidence.
- ICT general capabilities are integrated in daily curriculum delivery through planning process.
- Computer lab, Laptops and iPads are accessed by students in alignment with classroom work. Students have access to devices to enhance their learning opportunities.
- Each classroom space has ICT resources such as an Interactive whiteboards or screens and access to school owned devices.
- Students have the opportunity to engage in Excursions, Incursions and Camps
- Weekly Chess Program
- Book Fair and Premier's Reading Challenge

- Artist and Author visits
- Robotics Club
- Story Dogs – Students at risk are given the opportunity to read with a dog each week to build their confidence in reading

Co-curricular activities

Participation is encouraged first and foremost, with opportunities provided for reaching a high level of performance. The following details these offerings:

- Academic – Engagement with academic competitions as they arise such as ICAS, STEM and Maths tournaments.
- Music - Instrumental music is offered for strings (violin, viola, cello) from Year Three.
- From Year Four, students can join the band (woodwind, brass, percussion).
- Junior and Senior Choirs available for students to participate in.
- Sport - participation is encouraged. Teams sports include Netball, Touch, AFL, Softball, Baseball, Athletics, Swimming and Cross Country are staged as House Sports, with carnivals conducted at the end of each season.
- Community Involvement - Many senior students nominate to complete the Rotary Junior Community Award. This involves learning new skills and demonstrating this learning across a range of community based activities.
- Our school also participates in community events such as ANZAC Remembrance Day Aged Care Celebration, and charity fundraising events.
- The student council sponsors a World Vision Child and Truffles, a special horse at the McIntyre Centre – Riding for the Disabled.

How information and communication technologies are used to assist learning

Kenmore South recognises the need for students to access the 21st century digital world as an integral part of their learning and therefore computers, tablet technology and other digital learning devices are an aspect of learning at our school. This is achieved in some important ways.

Each class has a program planned for the development of skills in using the ICT general capabilities within their curriculum. Students develop skills that are transferable to programs that take place throughout the unit of work.

Our school has a computer lab comprising of 28 desk top machines and interactive whiteboard that all student can access. A bank of laptops and iPads have been purchased to assist students learning in the classroom.

The school has two Digital Technology teachers whose role is to work with both students and teachers to hone their digital technological skills and development.

To be successful when using technology in education, it is important to focus on engagement, creativity, inquiry based learning and differentiated instruction rather than on the technological tools used to amplify the learning which takes place in the classroom.

Students in Years Two and Four may elect to bring a device as part of the school's iLearn Program, as part of a gradual roll-out across Years Two – Six.

Social climate

Overview

The provision of pastoral care and the development of students' social growth are very important to us. Leadership qualities are strongly emphasised in students at Kenmore South State School. Students are continually encouraged to be organised, show initiative, treat people fairly and display courage by 'giving things a go'.

Students are encouraged to consider themselves 'ambassadors' of the school whenever they are in uniform and be great role models to other children. Further leadership programs provide students in Years 5 and 6 with opportunities to develop leadership skills and contribute to school decisions.

Peer leaders and student leaders assist the Early Years students with games and social skills as well as raising funds for a nominated charity through the Student Council.

Programs, based on values education, provide students with support and affirmation in relation to the development of virtues, citizenship, conflict resolution skills and the development of self-esteem. The program is further supported two days a week by a school Chaplain. Students formed their own “Chappy Crew” group to assist younger students in the playground by organising games and sporting activities. Student behaviour in the playground is monitored and recorded by staff on duty – providing valuable information to track both positive and negative student interactions over time. This information is used to counsel and support students.

An experienced Guidance Officer, Special Education Teachers and Support Teachers Literacy and Numeracy work at the school and are integral members of the school’s Diverse Learning Team.

The students, the staff and the parents of Kenmore South work cooperatively and collaboratively to generate a climate of trust and support. The school community works together as a whole to encourage and support learning. We encourage every student to achieve their potential and celebrate successes. This is founded on respect for each other, including selves, and respect for institutions, which may include the physical properties of the school, as well as the non-tangible assets such as friendship, compassion and tolerance.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	93%	96%
• this is a good school (S2035)	97%	85%	94%
• their child likes being at this school* (S2001)	95%	93%	97%
• their child feels safe at this school* (S2002)	96%	93%	98%
• their child's learning needs are being met at this school* (S2003)	93%	86%	94%
• their child is making good progress at this school* (S2004)	91%	85%	95%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	86%	87%
• teachers at this school motivate their child to learn* (S2007)	90%	86%	89%
• teachers at this school treat students fairly* (S2008)	91%	88%	90%
• they can talk to their child's teachers about their concerns* (S2009)	96%	92%	94%
• this school works with them to support their child's learning* (S2010)	90%	82%	84%
• this school takes parents' opinions seriously* (S2011)	92%	68%	78%
• student behaviour is well managed at this school* (S2012)	91%	75%	87%
• this school looks for ways to improve* (S2013)	95%	86%	91%
• this school is well maintained* (S2014)	85%	84%	90%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	99%	98%
• they like being at their school* (S2036)	94%	96%	97%
• they feel safe at their school* (S2037)	95%	98%	96%
• their teachers motivate them to learn* (S2038)	93%	95%	94%
• their teachers expect them to do their best* (S2039)	98%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	96%	94%
• teachers treat students fairly at their school* (S2041)	87%	89%	87%
• they can talk to their teachers about their concerns* (S2042)	84%	89%	80%
• their school takes students' opinions seriously* (S2043)	82%	89%	90%
• student behaviour is well managed at their school* (S2044)	83%	95%	87%
• their school looks for ways to improve* (S2045)	93%	95%	95%
• their school is well maintained* (S2046)	93%	96%	92%
• their school gives them opportunities to do interesting things* (S2047)	86%	91%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	92%	94%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	91%
• they receive useful feedback about their work at their school (S2071)	94%	78%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	77%	91%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	92%	91%
• staff are well supported at their school (S2075)	92%	76%	74%
• their school takes staff opinions seriously (S2076)	96%	83%	76%
• their school looks for ways to improve (S2077)	100%	97%	96%
• their school is well maintained (S2078)	81%	81%	89%
• their school gives them opportunities to do interesting things (S2079)	91%	78%	87%

* 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 are encouraged to participate in their child's education from the outset. Opportunities for involvement are outlined at enrolment interviews, orientation sessions, parent teacher nights, curriculum information sessions, through information posted on the school website and in the school and class newsletters.

Parents have multiple opportunities for an active involvement in the school. These include the structured associations such as the "Parents and Citizens Association", which meets on the second Tuesday of the month. In addition, there are meetings of the Class Representatives, a group of elected parents, representing classes at a school and a social level.

Communication with parents is excellent and uses many avenues like our School Newsletter published fortnightly on Wednesday and class newsletters.

The school website, (<http://kenmoresouthss.eq.edu.au/>) is also a great source of communication with parents. In addition Kenmore South State School enjoys an online Facebook presence with updates and images of school and community events.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships, such as Friends for Life, Seasons of Growth and the You Can Do It program and Growth Mindset with the development of our Tree of Growth and PALs, Positive Agile Learners.



School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	6	17
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Kenmore South State School's staff and students work towards the reduction of our schools' impact upon the environment. Use of solar panels to harness the sun's energy, as well as the utilisation of rainwater tanks, supports these endeavours.

Our EHC (Every Hand Counts) Environmental group work on building a sustainable edible garden, some of the produce from this garden is utilised in our school tuckshop.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	176,990	159,902	188,232
Water (kL)	1,067	1,839	1,387

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus for filtering: 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

The screenshot shows a single button labeled 'View School Profile'.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a navigation menu with several options: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' option is highlighted with a white background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	48	24	<5
Full-time equivalents	42	17	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	0
Bachelor degree	47
Diploma	0
Certificate	0

*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 2018 were \$ 42 080.

The major professional development initiatives are as follows:

- Beginning Teacher Mentoring Program
- Support teacher Literacy and Numeracy
- Special Education Program
- Metro Aspiring Leaders Program
- Whole of staff training in the teaching of Reading
- One School Training
- Teacher networking
- Reading Professional Development

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages. Table 11: Overall student attendance at this school	Description	2016	2017	2018
Overall attendance rate* for students at this school		94%	96%	95%
Attendance rate for Indigenous** students at this school		95%	94%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student attendance distribution

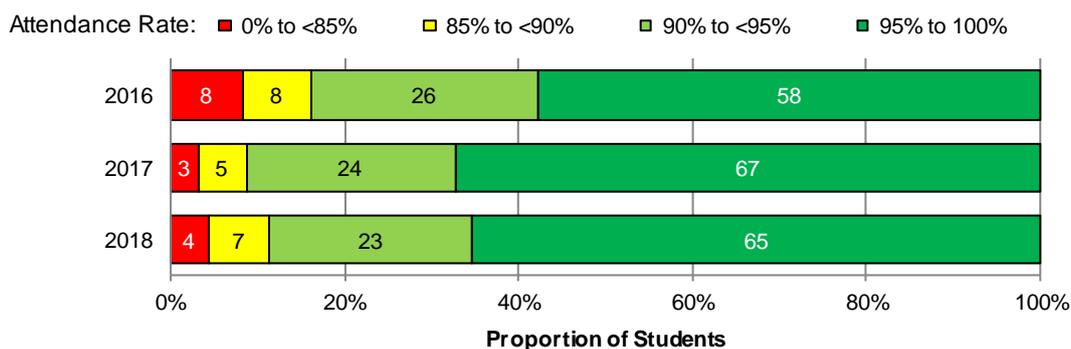
Year level	2016	2017	2018
Prep	92%	97%	95%
Year 1	95%	95%	96%
Year 2	95%	95%	94%
Year 3	95%	97%	96%
Year 4	95%	95%	94%
Year 5	94%	96%	95%
Year 6	92%	95%	95%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

At Kenmore South State School class rolls are marked electronically twice a day, first up in the morning and immediately after the second lunch break. SMS message is sent to parents to notify of a student's unexplained absence by 9:30am each day.

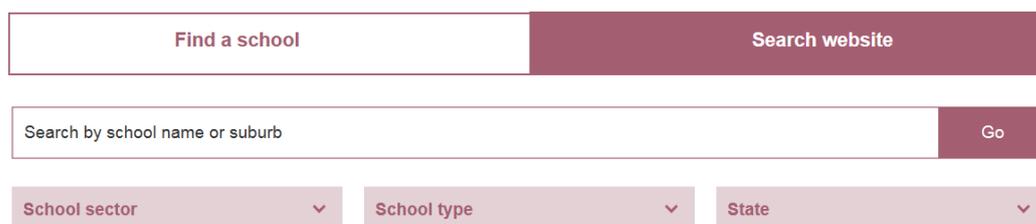
Continued absences that are unexplained are notified to administration whereby phone contact is made in the first instance to explain the Managing Student Absences policy. If unexplained absences still continue, the notification process as part of the policy is commenced. Unexplained absences are managed through a 'letter to parent' communication process

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.