



Kenmore South State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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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.

Enrichment Programs

Kenmore South State School continues to focus on the development of special programs to cater for gifted and talented students. These students should be catered for by both classroom teachers and special programs established to meet their needs.

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 able to respond to challenges, and become confident independent and responsible valuable members of the community who are prepared and motivated to pursue a healthy lifestyle.

An unrelenting Whole of School approach to the teaching of literacy essentials via flexible groupings of students based on 'readiness' rather than just chronological age has resulted in 84% of our Year 3 students performing in the Upper Two Bands in the 2013 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.

In class Voluntary Parent Support Programs operate with all stakeholders encouraged to join in sharing their knowledge and expertise. Parents regularly join classroom teachers and assist with reading, maths, art, cooking and sport. Special events are widely supported and celebrated by the school community.

Principal's Forward

Introduction

Kenmore South State School has a very dedicated staff that is committed to ensuring all students receive the educational experiences they require to meet their needs for the future. Kenmore South State School enjoys a reputation for providing an inclusive and nurturing environment where students are encouraged to reach their potential.

Our commitment is to the development of the whole child which includes not only academic, sporting and cultural areas but also social and emotional aspects. Our school motto *Do Your Best* is embedded in all of our actions and reflected in the relationships between teachers, students and the school community. Our belief that every child has the potential to succeed is underpinned by a philosophy of provision of opportunity.

The intent of this report is to provide parents and the community with information which is common for all State and Non-State schools in Queensland. It provides an overview of the highlights and successes of Kenmore South State School during 2015. Kenmore South State School is rich in the range of academic, cultural, artistic, physical and social activities that are encountered through our collaborative ownership to education.

We are proud of our environment that encompasses a strong sense of community, open green spaces and sensitivity to our ecological footprint. Through high expectations for the provision of learning experiences, our focus is to build on the existing strengths of our students, while taking advantage of the wide range of opportunities that emerge. Our Early Phase students in Prep-3 have distinct needs that require a developmentally appropriate, integrated curriculum, which nurtures independence, self-esteem and success within a negotiated and stimulating environment. Our Middle Phase students in Years 4-6 also have distinct needs that require specialist teaching to encourage students to develop their potential. In Years 4-5, the focus allows students the opportunity to consider their own choices and how they affect themselves, others and the environment.

The following report celebrates all the areas of school reporting and includes narratives around the results to provide a contextual understanding of what happens at Kenmore South State School. This information published in the middle of this year, reports on the school's operations and outcomes in 2016.

School Progress towards its goals in 2016

During 2016 we: -

- Continued to refine our Pedagogical Framework based on current educational research: John Fleming Model, Fisher and Frey's Explicit Teaching; Gradual Release of Responsibility and Jim Knight's 'High Impact Instruction'. Which reflected the systemic core values and strategies addressed in Kenmore South State School.
- Ensured consistency across the school in teaching practices, through clear and visible learning expectations of student achievement.
- Designed and rollout a change process that addresses the Explicit Teaching of Writing aligned to the pedagogical framework, coaching, professional development and school wide collected data.
- Undertook a review of spelling approach options across schools with an intent to analyse and implement a whole of school spelling program.
- Engaged SLP support within the school to assist in the delivery of metalinguistic approaches and early reading intervention.
- All teaching staff undertook differentiated coaching and feedback processes aligned to DPF smart goals and improvement agenda.
- Planning meetings, along with Line of Sight meetings determined the deep understanding of ACARA curriculum and usage of C2C as a resource.

Future Outlook

From our 2017 Annual Implementation Plan, some of our core priorities will include: -

- Planning meetings, along with Line of Sight meetings determine the deep understanding of ACARA curriculum with consistency across the year levels.
- Continue to embed the Explicit Teaching of Writing aligned to the pedagogical framework, coaching, professional development and school wide collected data.
- Engage SLP support within the school to assist in the delivery of metalinguistic approaches and early reading intervention.
- Build differentiation strategies into planning units through planning days, review school based processes and ensure alignment to student needs. Engage staff with the effective use of Data Walls to inform teaching and planning.
- Inform through professional development the APST and expected alignment in the DPF process. Align these with the school improvement agenda in regards to professional learning. All teaching staff undertaking differentiated coaching and feedback processes aligned to Annual Performance Review smart goals and improvement agenda.
- The school leadership team to engage and undertake external coaching to continue challenging school improvement and aligning to each individual's term action plan.
- Implement formalised whole school processes to allow professional peer coaching and sharing of practices that align to the school improvement agenda, through Watching Others Work and Coaching.
- All class teachers undertaking data conversations between admin and class teachers every term both individually and at the year cohort level.
- Establish the linkage between prep and pre prep providers to ascertain similarities, examine alignments, and identify differences. Discussions and feedback between sites to enhance practices and support transitions.
- Engage with the School council and community to build partnerships among parents, staff, students and wider community which will have long term benefits for our students and school community

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	571	283	288	4	96%
2015*	578	270	308	5	98%
2016	604	287	317	5	96%

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

The student body has a fairly equitable distribution between boys and girls. 1% of our student body identify as Aboriginal or Torres Islander.

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	22	23	24
Year 4 – Year 7	27	24	23

*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

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 is integrated in daily curriculum delivery through planning process.
- Weekly ICT lessons from Prep to Year 6 are facilitated in a purpose built computer lab. Classes have regular access to an additional computer lab for whole class teaching and consolidation of concepts.
- ICT resources include one Interactive whiteboard per teaching space; digital still and video cameras.
- Students have the opportunity to engage in Excursions, Incursions and Camps
- Weekly Chess Program
- Book Fair and Premiers Reading Challenge
- Artistic and Author visits
- Robotics Club

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).
- From Year three, students can join the choir.
- Dance --- Distinct styles of dance are catered for include school Disco's and Bush Dance.
- Sport --- Sport forms a significant part of Kenmore South. Full 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 march and charity fundraising events.

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 room has a minimum of three computers with every classroom having an Interactive Whiteboard installed within them.

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

Our school has a well-appointed computer lab comprising of 28 desk top machines and an interactive whiteboard that all student access. Extensive use was made of this bank of computers for the teaching of technology skills.

The school has a dual role specialist ICT teacher whose role will be to work with both students and teachers to hone their ICT skills and development.



Kenmore South State School is investigating the use of I-Pads loaded with educational apps for use across the lower years classrooms. 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.

Tablet technology is proving to be a critical part of the learning process. The primary focus of the use of ICTs is as a communication tool. This is particularly evident when classes develop skills in use of email, both from a 'how to' point of view and an 'appropriate use' model. Research skills are also highly valued attributes for the use of ICTs.

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 here 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 Developmental Guidance Officer and Support Teacher Literacy and Numeracy work at the school and are integral members of the school's Student Support Committee which is also the overarching umbrella incorporating the Gifted and Talented Committee.

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 to 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

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)	96%	96%	97%
this is a good school (S2035)	99%	98%	97%
their child likes being at this school* (S2001)	99%	97%	95%
their child feels safe at this school* (S2002)	98%	97%	96%
their child's learning needs are being met at this school* (S2003)	92%	94%	93%
their child is making good progress at this school* (S2004)	93%	93%	91%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	91%	90%
teachers at this school motivate their child to learn* (S2007)	99%	94%	90%
teachers at this school treat students fairly* (S2008)	93%	93%	91%
they can talk to their child's teachers about their concerns* (S2009)	93%	92%	96%
this school works with them to support their child's learning* (S2010)	93%	91%	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	94%	90%	92%
student behaviour is well managed at this school* (S2012)	94%	93%	91%
this school looks for ways to improve* (S2013)	96%	97%	95%
this school is well maintained* (S2014)	95%	91%	85%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	98%	95%
they like being at their school* (S2036)	96%	96%	94%
they feel safe at their school* (S2037)	99%	97%	95%
their teachers motivate them to learn* (S2038)	93%	98%	93%
their teachers expect them to do their best* (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	95%	93%
teachers treat students fairly at their school* (S2041)	89%	94%	87%
they can talk to their teachers about their concerns* (S2042)	80%	86%	84%
their school takes students' opinions seriously* (S2043)	86%	93%	82%
student behaviour is well managed at their school* (S2044)	91%	91%	83%
their school looks for ways to improve* (S2045)	98%	94%	93%
their school is well maintained* (S2046)	96%	95%	93%
their school gives them opportunities to do interesting things* (S2047)	90%	92%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	100%	91%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	87%	88%
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%	95%	100%
staff are well supported at their school (S2075)	92%	87%	92%
their school takes staff opinions seriously (S2076)	69%	82%	96%
their school looks for ways to improve (S2077)	100%	95%	100%
their school is well maintained (S2078)	85%	87%	81%
their school gives them opportunities to do interesting things (S2079)	77%	86%	91%

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.

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 (Overviews of Expected Outcomes) which outline the key areas of learning for each year level. These overviews are provided on the school website. In addition, parents are interested community members are also able to access our Whole of School Curriculum Overview which is also available on our schools' website.

Open door policies facilitate further discussions between parents, teachers and students and are encouraged to provide school and home support for all students. Class teacher directed activities involving regular parent participation, be it in weekly reading group activities or weekly classroom help are also organised. Parents are also indirectly involved via the use of communication folders as required.

Parents are encouraged to join with the school community to share their knowledge and expertise. Parents regularly join classroom teachers and assist with reading, maths, art, cooking and sport. Special events are widely supported by the school community.

Irregular events include involvement at school discos, assemblies working bees and carnivals. In class Voluntary Parent

Support Programs operate, especially in the area of literacy where we have a number of keenly committed parents.

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 2nd 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 first class, with our weekly newsletter, the Green Sheet, published every Wednesday. An email copy is sent to those who prefer this way of receiving the newsletter, and it is also posted to the school website.

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. The P&C has a community within the website that functions for P&C specific communication.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Such as Friends for Life and the You Can Do It program.

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	2	3	0
Long Suspensions – 6 to 20 days	0	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.

Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	145,953	499
2014-2015	154,471	537

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	176,990	1,067

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

Find a school

Sector:

Government

Non-government

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	44	26	<5
Full-time Equivalents	36	18	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	43
Diploma	0
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 \$26 184.

The major professional development initiatives are as follows:

- Teacher networking,
- Support teacher Literacy and Numeracy Networking,
- Special Education Program teacher networking,
- Whole of staff training in Explicit Model of Teaching and gradual Release of Responsibility (Fischer and Frey, Hattie, Archer),
- One School Training

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



Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 78% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	92%	95%

*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.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	94%	95%	93%	95%	94%	93%					
2015	95%	94%	94%	95%	95%	93%	95%						
2016	92%	95%	95%	95%	95%	94%	92%						

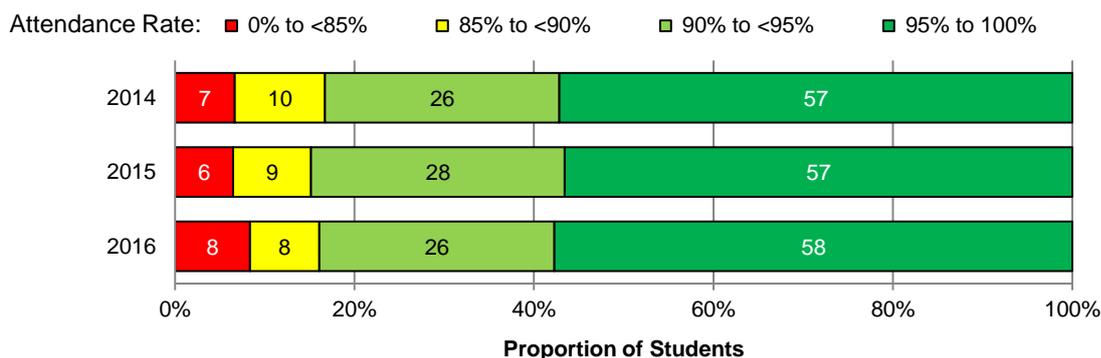
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

DW = Data withheld to ensure confidentiality.

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



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.

Class rolls are marked electronically twice a day, first up in the morning and immediately after the second lunch break. 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, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>. To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

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Find a school

School name

Suburb, town or postcode

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