

New Farm State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Welcome to the New Farm State School Annual Report, 2015. This document communicates the progress and success achieved during the 2015 school year and demonstrates the commitment by our school community to ensure that we continue to provide an education which meets the needs of our students and prepares them well for the future.

This report outlines the accomplishments we have made in key areas such as curriculum, facilities, staffing and resources during the past year. It highlights the achievements and advancements throughout the school year through the efforts of dedicated staff, students, parents, volunteers and members of the public who make up our school community.

We have engaged the students in a variety of teaching and learning experiences as well as continued our positive, supportive school environment. Together this provides a dynamic school where learning is visible and recognised as world class.

Our goal every year is to work together to raise the benchmark in academic performance and also develop the social, emotional, creative and physical skills of our students, preparing them for a future role as active citizens.

The implementation of the Australian curriculum and Queensland's State Schooling initiatives around improved student learning outcomes remain the backdrop to this report.

Parents are critical in assisting us to provide an optimal school environment and we see them as integral in this process. Our parent community works tirelessly to support the school in its endeavours through decision making and fundraising and this is evident in the outstanding additional support and resources we acquire.

School progress towards its goals in 2015

2015 was once again a very successful year at New Farm State School. It was rewarding to see our students achieve in academic, sporting, cultural, and creative and language pursuits and to have our parent community demonstrate a very high level of commitment and satisfaction.

Key goals in 2015 in response to school and systemic data included:

- Creating a safe and supportive environment where students are valued, and diversity and difference is celebrated.
- Ensuring that all members of the school community know our school rules and embed the links to our social skills program.
- Developing our student leadership program for all Yr 6 students, as well as our project captains' involvement in the 'City Cluster Student Leaders Program'..
- Implementing the Australian Curriculum – English, Maths, Science, Humanities (History, Geography) and The Arts.
- Improving reading outcomes for all students.
- Increasing the number of Yr 3 and 5 students achieving the upper two bands in NAPLAN.
- Extending the focus on differentiation of curriculum, with a range of targeted intervention and enrichment programs.
- Increasing access to and participation in technologies across the school.
- Maintaining high levels of communication and community involvement.

We are pleased to report progress in all target areas. We continued to provide in-class coaching support and professional development in key areas of reading, writing and differentiated learning. All teachers focussed on implementing a balanced reading program and collaboratively contributed to the development of the New Farm SS Reading Program. All teachers have successfully implemented the Australian Curriculum subjects: English, Mathematics, Science, History, Geography and the Arts, through the development of a whole school curriculum plan. We continued focus on regular student data analysis and ensured our extension and support programs were responsive to specific student needs.

Overall, the 2015 results show New Farm State School continues to improve in NAPLAN with our strongest results in Year 3 numeracy, which parallels the results of schools in the highest quartile of high performing schools. In consideration of the overall results and with the comparison of class data, we developed further support and extension programs for both individual and targeted groups within year levels.

Highlights of the results include:

- 10 out of 10 areas students in Years 3 and 5 achieved at or above the national minimum standard in reading, writing, spelling, grammar and punctuation, and numeracy.
- 8 out of 10 areas in Yr 3 and 5 students achieved above the national cohort with increasing better than the national in all of these.
- Yr 3 Reading results: upper 2 bands 64% and national minimum standard 97.9%
- Yr 3 Writing results: 66.7% upper 2 bands and 100% national minimum standard
- Yr 3 Spelling results: 66.7% upper 2 bands and 100% national minimum standard
- Yr 3 Grammar and Punctuation results: 79.2% upper 2 bands and 100% national minimum standard
- Yr 3 Numeracy results: 66% upper 2 bands and 100% national minimum standard
- Yr 5 Reading results: 56.3% upper 2 bands and 100% national minimum standard
- Yr 5 Writing results: 14.6% upper 2 bands and 100% national minimum standard
- Yr 5 Spelling results: 54.2% upper 2 bands and 95.8% national minimum standard
- Yr 5 Grammar and Punctuation results: 62.5% upper 2 bands and 93.8% national minimum standard
- Yr 5 Numeracy results: 43.8% upper 2 bands and 97.9% national minimum standard

Future outlook

- Implement the Australian Curriculum
- Implement and trial the draft NFSS Whole School Curriculum Plan aligned with Assessment Framework in 2016
- Review the pedagogical framework in 2016 to reflect the impact of Age Appropriate Pedagogies
- Use data to inform teaching practice
- Develop instructional leadership with a focus on building leadership capability and sharing practices
- Develop productive partnerships with students, staff, parents, and the community
- Focus our Explicit Improvement Agenda on Reading in 2016
- Enhance our student leadership program to include a broader induction for all students as well as specific projects which are shared with the broader student body
- Implement our revised 2016 Responsible Behaviour Plan and our Behaviour committee to monitor regularly
- Implement recommendations from our Annual Workplace Assessment
- Implement the I4S Plan (available on the school website)

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	365	176	189	5	94%
2014	377	183	194	10	94%
2015	370	184	186	4	92%

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 attending New Farm State School live within a diverse and complex community. Approximately 30% of the local community speak a language other than English at home and are supported by the English as a Second Language (ESL) program. Cultural sensitivity, tolerance and the celebration of diversity are features of our school.

Average class sizes

Ph	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	23	20
Year 4 – Year 7 Primary	26	27	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

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	5	1
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.

Curriculum delivery

Our approach to curriculum delivery

- Student targeted support programs in areas of Literacy and Numeracy include programs such as 'Phonemic Awareness, Visualising and Verbalising, D-Link, and support-A-Reader / Writer / Number'.
- Engaging students in maths pedagogy that consolidates mathematical concepts, develops problem solving skills and enhances students' self confidence in working mathematically including using the school/home Mathletics program.
- Student targeted enrichment programs including the external SPARKS program for reading and number, and cluster school programs which enhance differentiated programs such as NFSS GEM programs, High Achievers, Young Scholars, STEM, and Mini Writers, Mini Thinkers and Mini Scientists.
- P&C sponsor our Artist-In-Residence Program for all students throughout the year.
- Reporting to parents with students sharing evidence of their work and standards achieved (3 way conversations), as well as 2 periods of formal written report cards at the end of semester 1 and 2.
- Maintain New Farm State School interest in environmental issues through waste reduction and recycling, school gardens and healthy food choices.

Extra curricula activities

New Farm School is very proud to offer a broad range of extra curricula activities to students across academic, leadership, cultural, creative and sporting domains.

- **Artist-In-Residence Program** – students are coached/mentored by an expert artist to explore creativity within this discipline. Our Artist-In-Residence Program is kindly supported through our P&C association.
- **School Leadership** - All Year 6 students became school leaders. They formed leadership groups that were mentored by teachers and embark on a number of tasks including peer mentoring younger students, helping the teachers with classroom projects, organising sporting, cultural and creative events, fund raising for school as well as local groups and nationwide charities. The Year 6 student leadership sustain our positive school culture through their responsible actions. They also led weekly assemblies. Students participated in the 'Character Builders' program in term 1 as part of their induction into leadership roles. This was kindly sponsored by the local RSL and our P&C.
- **Buddy program** operated between Prep and Year 4 and 5 students.
- **Instrumental Music Program** (woodwind, brass and percussion) from Year 4. Participants form a school band that plays at Assembly and special events, including an end of year musical afternoon. A parent based support group was established to enhance the program and generate funds for new resources
- **Choirs for all students from Year 2 to Year 6** (Junior, Middle and Senior)
- **Mandarin** is taught as a language from Year 4 and students participate in various Chinese events throughout the year including the official opening ceremony for Buddha's Birthday
- **Camps and excursions** to enhance units of work and build interpersonal skills. The Year 5 students participated in camps at Emu Gully environmental outdoor centre while the Year 6 group visit Canberra. Younger children make day trips to a variety of locations.
- **Our Community Education Program** offered a range of activities for students, parents and community members.
- **Adopt a Cop program** with involvement in events, class programs and individual mentoring.
- **School sport**, interschool sport, District Gala Days and a variety of sports through our Sporting Schools Program which provided a range of sporting coach experiences during PE and supported preparation of sporting teams for interschool events.
- **P&C** organised two Arts performances throughout the year – generally organised in to lower and upper primary groupings.

How Information and Communication Technologies are used to improve learning

At New Farm State School, we believe that the use of ICTs is an integral part of engaging our students in learning and to prepare our students for the challenges of the future.

Our teachers make use of digital teaching and learning throughout their daily programs with many teachers undergoing professional learning. This has assisted teachers to embed digital learning into classroom learning and embrace the use of interactive whiteboards in classrooms. In 2015 teachers continued to implement the Australian National Curriculum through the use of digital leaning tools offered within EQ's Curriculum to Classroom (C2C) resource.

Daily in our classrooms all students are engaging with interactive whiteboards, using web based programs such as 'Mathletics' and online Learning Place resources. Students also learn about the ethical, legal and safety issues involved with the use of information technologies. 2015 highlights include:

- Continued PD for effective use of Interactive Whiteboards
- Upgrade of internet to support student and school usage
- Use of ipads to support the early years 'Age Appropriate Pedagogies' project in semester 2.
- Continued to fund technical support hours for our Tech Support.

Social Climate

New Farm State School has educated the children of New Farm, Teneriffe and Newstead since 1901. Our school reflects our local community – it is diverse, creative and interested in a world of ideas.

Through our various core curricular and extracurricular programs we strive to help students learn to contribute positively to their world. Our students and families come from many different places and backgrounds. We have traditionally welcomed and celebrated the diversity that makes up our school. We emphasise the arts in the curriculum and in students' lives through our music and art programs. Our school has strong community connections.

Parents are actively involved in the classrooms, in extra-curricular activities and through the Parents and Citizens Association and other groups. We reach out to include the broader community by sharing our facilities and resources. We see our school as an active community hub for activities and ideas for the area in which we live.

All our students from the local community walk, ride bikes or scooters or come by car to school. The community of New Farm and surrounding area is growing; our school population is the largest it has been since the early 1910s, and is still growing.

Throughout the school there is an increase of international students from across the world. Families are predominately professionals working in construction, energy or service business. Approximately 30 % of students have an ESL background and are supported to master their use and application of English.

In addition to cultural diversity, the New Farm/Teneriffe community also reflects a diverse social mix. The area provides emergency housing, shelters and hostels for individuals and families, as well as a range of other low-cost accommodation alternatives through to very elaborate dwellings. Some 75% of New Farm/Teneriffe dwellings are flats or units, with around 40% of students within the school living in this type of residence.

Students and their families are the focus of the school and it is important that positive and productive relationships are developed and maintained. These school community partnerships are supported through many grassroots initiatives in our school on a daily basis, from activities initiated and run by our student leaders to connections with families and broader community agencies.

Teachers regularly discuss the characteristics for responsible behaviours that include honesty, making the right choices, responsibility, cooperation, empathy, optimism, respect, caring, inclusiveness and courage. Explicit lessons are taught about a wide range of social skills on a weekly basis through our school assemblies. These include a series of lessons that directly align with our school rules of (1) be respectful, (2) be responsible, (3) be safe and (4) be a learner. Within these rules and social skill lessons we promote anti-bullying, anti-discrimination and anti-racism. The restorative practices approach to student discipline aids in creating a culture of respect for all.

Our Bullying –No Way strategy is articulated in our Anti-Bullying Policy. Students are explicitly taught anti-bullying strategies at the start of each year and as needs arise throughout the year through our social skills program. The school introduced its whole school social skills program in 2012 with these anti-bullying lessons as an integral part of the program. These lessons are communicated each week in the school's newsletter and throughout the school and its classrooms. The school also provided parents and staff with information sessions on the 'Fun Friends' and 'Friends for Life' Pathways Program. The school trained all staff as facilitators of the 'Friends' program in 2013 and hold refresher sessions in pupil free days at the beginning of the school year. Incidents of bullying are taken seriously and referred to the Principal or Deputy Principal for investigation. Other supportive strategies utilised include: referrals to our Guidance Officer and Student Support Team, friendship or play contracts, individual behaviour plans, behaviour logs, supported play programs, and social skills sessions as specific incidents occur. Incidents are recorded in the One School database in accordance with our school's Responsible Behaviour Plan.

Teaching and learning programs are developed to be culturally inclusive and to promote a respect and valuing of diversity. We provide opportunities for students to learn about other cultures including their language and traditions. Parents and community members are invited to participate in school activities that embrace cultural diversity.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	87%	97%
this is a good school (S2035)	100%	92%	97%
their child likes being at this school (S2001)	100%	98%	100%
their child feels safe at this school (S2002)	100%	98%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child's learning needs are being met at this school (S2003)	100%	93%	97%
their child is making good progress at this school (S2004)	100%	85%	97%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	89%	97%
teachers at this school motivate their child to learn (S2007)	100%	88%	94%
teachers at this school treat students fairly (S2008)	95%	92%	94%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	100%
this school works with them to support their child's learning (S2010)	100%	89%	88%
this school takes parents' opinions seriously (S2011)	89%	86%	97%
student behaviour is well managed at this school (S2012)	81%	82%	94%
this school looks for ways to improve (S2013)	95%	89%	100%
this school is well maintained (S2014)	90%	93%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	96%	93%
they like being at their school (S2036)	100%	94%	95%
they feel safe at their school (S2037)	98%	91%	95%
their teachers motivate them to learn (S2038)	100%	96%	99%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	95%	91%
teachers treat students fairly at their school (S2041)	95%	83%	88%
they can talk to their teachers about their concerns (S2042)	97%	84%	91%
their school takes students' opinions seriously (S2043)	96%	82%	88%
student behaviour is well managed at their school (S2044)	92%	79%	80%
their school looks for ways to improve (S2045)	100%	93%	95%
their school is well maintained (S2046)	97%	95%	95%
their school gives them opportunities to do interesting things (S2047)	98%	92%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	91%	87%	91%
they feel that their school is a safe place in which to work (S2070)	91%	87%	95%
they receive useful feedback about their work at their school (S2071)	82%	80%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	100%	84%
students are encouraged to do their best at their school (S2072)	97%	93%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
students are treated fairly at their school (S2073)	88%	86%	91%
student behaviour is well managed at their school (S2074)	85%	73%	86%
staff are well supported at their school (S2075)	85%	80%	86%
their school takes staff opinions seriously (S2076)	88%	86%	91%
their school looks for ways to improve (S2077)	91%	80%	95%
their school is well maintained (S2078)	97%	87%	86%
their school gives them opportunities to do interesting things (S2079)	91%	80%	95%

'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

At New Farm State School parents play a significant part in the life of the school. Our P & C coordinate a wide range of support groups throughout the year, as well as an extensive community education program which provides a wide range of activities for the school and broader community. Thanks to all the families who helped, even in a small way, during the year. Highlights for 2015:

- Involvement in Reading support including classroom helpers
- Fundraising for our library, garden, playscape and Masterplan projects with the undercroft project being finalised and officially opened in 2015
- Parental involvement in special events such as Prep-Prep play dates, Prep open day, sports days, carnivals, leadership ceremonies, the end of year disco and the annual Yr Graduation dinner, as well as many fundraisers
- Support for the choir and instrumental band performances and end of year performance events
- Continued support for services such as the student tuckshop, uniform shop, banking and garden group involvement
- Continued expansion of the already very active Community Education Program (CEP)
- Each class has a parent representative who actively maintains communication among families for school and social activities, as well as a fete rep in our biannual fete year.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities returns.

While preparing students for their futures, we are taking steps to ensure that the future is greener for generations to come. Unfortunately our electricity usage has increased due to increased enrolments and usage through community programs but we do work with community, staff and students to reduce this usage. Renewable energy initiatives e.g solar cells on Block A roof enable us to create cleaner sources of power for our use.

Our sustainable environments program continues to thrive with generous family support. The Little Farm provides opportunities for students to learn hands on about creating organic gardens. The parent gardening group also help support student activities in the garden both at lunch breaks and as part of the Community Education Program after school program. The intent of these initiatives is to have students learn about gardening, sustainability, waste reduction and diversion in the school setting and bring the information home for families to live it every day. Our onsite water tanks continue to be used effectively.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	104,767	3,370
2013-2014	113,656	5,327

2014-2015

125,062

*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.

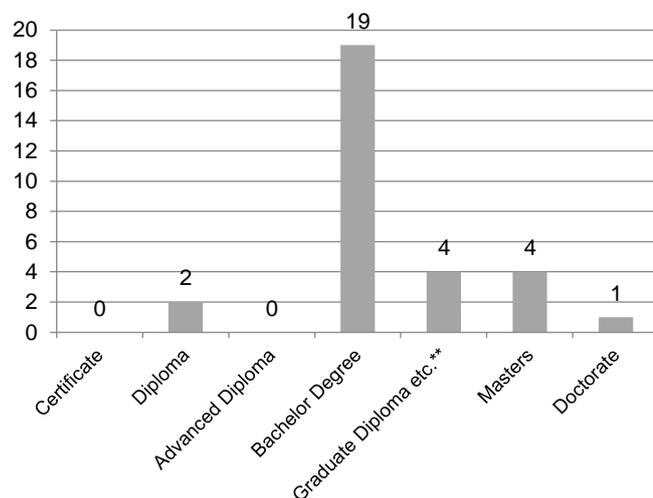
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	30	14	<5
Full-time equivalents	24	9	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	19
Graduate Diploma etc.**	4
Masters	4
Doctorate	1
Total	30



*Teaching staff includes School Leaders

**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 \$60 000.

The major professional development initiatives are as follows:

Professional Development (PD) focussed on priorities as outlined in the School's Professional Learning Plan. Staff Development days were held at the beginning of Term 1 and then as cluster development days including 3 twilight sessions and a full day Cluster Conference in Term 3. Teacher PD sessions were held each week after school on Mondays and at other times where negotiated and determined by need.

The annual PD program included training in: code of conduct, student protection, risk management, information privacy, first aid including CPR, asthma and anaphylaxis, First Steps in Maths (number), Reading, Data analysis, writing moderation, seven steps in writing, differentiation, Interactive Whiteboard use, the Australian Curriculum, Gifted Education, Behaviour Management, special needs (ASD and Dyslexia) and student well-being, coaching and leadership development, and Workplace Health and Safety, including asbestos awareness.

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%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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

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).	96%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	89%	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.

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

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

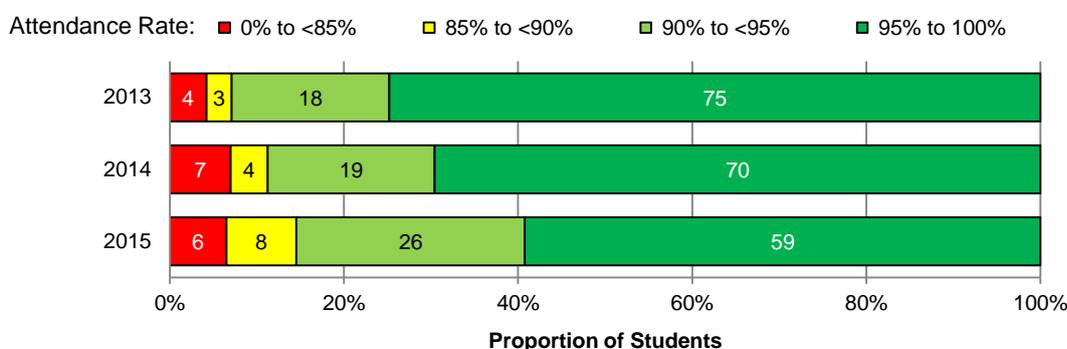
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	96%	96%	96%	95%	96%	96%	96%	96%	96%				
2014	96%	95%	96%	95%	95%	96%	96%	97%					
2015	95%	93%	94%	95%	95%	94%	96%						

*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.

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New Farm State School has a significant focus on attendance through a whole school approach within our 'Closing The Gap' strategy. In 2015 we transferred roll marking to our Oneschool electronic system. Our procedures include:

- Teachers mark the class roll 2 times each day
- Late students must report to the office and late slips are given and recorded by the teachers.
- Class Yellow Roll Slips are sent to the office at 9:30am to report any unexplained absences and these are entered into a school daily monitoring sheet.
- Office staff cross reference any late students from office records and any parent contacts (via email or phone calls) and then contact all absent students' parents / carers where absence is unexplained.
- Students with attendance averaging less than 80% in the previous term are monitored closely. and contact is made with parents or carers to develop a support plan for improving attendance.
- The Deputy Principal and Principal work with parents to support and improve attendance daily.
- Records of absences and outcomes of phone contacts are regularly sighted by the Principal.

- At specific periods throughout the year eg term 1 and 3, a whole school focus on class attendance is undertaken to raise awareness about the importance of 'everyday attendance'.
- Class improvements or outstanding attendance is celebrated and recognized on assembly and in the school newsletter.
- Attendance messages are sent home in the newsletter and the class term newsletters.
- Parents complete an Application for Exemption from Compulsory Schooling if planning holidays and overseas trips or intend to be absent for any extended period.

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 and 5 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

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 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.