

## Dayboro State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

The proud 142 year history of Dayboro State School shows a transition from a remote British colonial backblock to a modern and vibrant community school on a hillside in a picturesque location less than an hour away from the centre of Brisbane. Obviously there have been big changes since the early days of the school but the friendly country atmosphere of the school and sense of community are things we value and strive to retain. Classes at Dayboro range from Prep to Year 6. Dayboro students are encouraged to be successful learners, confident and creative individuals, and active and informed citizens. Excellence and equity are promoted through the school's Code of Behaviour that explicitly teaches the values of the five Bs: Be Positive, Be Respectful, Be Responsible, Be Tolerant and Be Proud. Our school benefits from a highly enthusiastic and skilled staff, supportive community and highly motivated students. As an integral part of a small community, children learn in a safe, inclusive, supportive and equitable setting. Inquiry based contexts are used to deliver the curriculum, encouraging logical and higher order thinking as well as multiple approaches to problem solving. Class programs focus on essential literacy, numeracy and information and communication technology skills. We offer French, instrumental music, early intervention strategies, learning and special needs support and programs for gifted and talented students. Classroom teaching programs are differentiated to meet the individual learning potential of each student. Opportunities for extra-curricula activities include membership of the Dayboro Voices Choir, the Concert Band and a plethora of sporting teams. The Dayboro community is very proud of the achievements of our students. Students regularly achieve selection in representative sporting teams, the Dayboro Concert Band have won several awards and students annually achieve the highest awards in ICAS English, Maths and Science competitions. Our 'open-door' policy encourages parents to spend time in their children's classrooms. Dayboro school is active in the community participating in the full range of local community events. Parents are encouraged to become actively involved in the school, providing advice and additional resources critical to our success. School facilities include classrooms equipped with smart board technology, computers and wireless or cabled internet usage. Our modern multipurpose hall and a library information and resource centre provide spaces for workshops, break out groups and quiet reflective activities. The school has a large covered outdoor play area that is perfect for team sports and P E lessons. The school motto "Cultivating Knowledge" echoes our rural and agricultural roots. It is as fitting today as in the past as the staff at Dayboro strive to develop a thirst for learning that grows within each child.

# Principal's Foreword

## Introduction

At Dayboro State School we are determined as a community to embed our school motto "Cultivating Knowledge" into every aspect of school life.

Steeped in a tradition of excellence since 1873, Dayboro State School still prides itself as a place where our students and wider community are engaged together in the richness of learning – traditional values within a modern teaching and learning environment.

We strive for the development of the whole person in every child, providing curriculum and social programs which are reflective of the needs, interests and abilities of each individual and the educational aspirations of the community we serve.

We have a diverse range of academic, cultural, sporting and social program opportunities in which the school community can engage. Our school is very community based as it is a focal point of the Dayboro community.

The intent of this report is to provide parents and the wider community with a snapshot of our school. This set of information is common for all schools across Queensland. It provides an overview of the highlights and successes for Dayboro State School during 2016. I trust that you find the information about our school of interest. Please do not hesitate to contact the school should any further information be required.

### School Progress towards its goals in 2016

Our 2016 Explicit School Improvement Agenda was:

- Improvement in Numeracy – Introduction of the Elements of an Effective Mathematics Lesson
- Embedding the Gradual Release of Responsibility model in Reading
- Improvement in the Upper 2 Bands in Reading and Writing
- Continued improvement and enhancement of the Response to Intervention diamond process
- Improving student attendance to meet the Regional Target

Through a shared commitment to our goals we were able to achieve:-

- The implementation of the 4 elements of a Successful Mathematics Lesson that led to an increase in student achievement in mathematics
- Embedding of the Gradual Release of Responsibility Model for the teaching of reading across the school
- Upper 2 Bands % achievement in Reading and Writing
- Expanding the implementation of the whole school Response to Intervention and Instruction Model in include the extension tiers 2 & 3.
- Key teachers trained as coaches to develop a co-coaching model regarding pedagogy in numeracy.
- Student attendance data exceeding the regional target of 95%.

### Future Outlook

Our 2017 Explicit School Improvement Agenda is:

- Embedding the Elements of an Effective Mathematics Lesson
- Introducing the Gradual Release of Responsibility Model in Writing
- Improvement in the Upper 2 Bands in Reading, Numeracy and Writing
- Improving student attendance to meet the Regional Target

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	358	182	176	5	96%
<b>2015*</b>	345	181	164	7	96%
<b>2016</b>	361	175	186	7	94%

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

- Dayboro State School was established in 1873 and is located in the township of Dayboro. In 2016, the campus averaged 360 students in Prep – year 6. Most year levels in our coeducational school had between 40 and 60 students.
- Students attending Dayboro State School are mostly drawn from the township of Dayboro and the outlying areas.
- The parents of our children place great importance on education and provide positive support for their children's learning. As a result, most students are very motivated to learn and are capable of excellent levels of achievement. Parents have high expectations that their children will do well at school and actively pursue all avenues to ensure success is forthcoming. Many students are actively involved in local sporting and community activities. Organised sport is a large focus in the school community.
- The majority of students who complete Year 6 at Dayboro State School choose either Pine Rivers State High School or Bray Park State High School for their secondary education. The French Language, which is offered as a LOTE at Dayboro State School is followed up with studies at the local high school.
- Dayboro State School is a central hub in the local community and has extensive facilities, which are utilised by church and sporting groups. Dayboro State School has an active P&C which is strongly supported by the school and local community in its fundraising activities.
- Our motto "Cultivating Knowledge" exemplifies the vision of the school in providing a place which inspires our students to reach their full potential in a safe, caring, and educationally challenging environment.

## Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	23
Year 4 – Year 7	27	28	26
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- We offer an extensive curriculum program that is based on the Australian Curriculum for Mathematics, English, Science and HASS ( ie. History, Geography, Civic and Citizenship Education, Business and Economics), Health and Physical Education and the Queensland Essential Learnings in the other Key Learning Areas.
- We provide differentiated instruction to meet the varied learning needs, styles and readiness of our learners.
- Our LEAP Program (Learning, Enhancement and Acceleration Program)
  - Our three tier Response to Intervention and Instruction Program ensures all students are provided with the additional support or extension required to meet their individual needs.
  - The Dayboro Gifted and Talented Program aims to provide the students at Dayboro with gifts and talents with opportunities to develop their abilities and reach their potential.
  - We provide support to individual students with identified special needs with integrated programs in classrooms and through withdrawal programs offered in the Special Education.
- The Language Other than English that students study in Year 5 & 6 is French.
- A high quality Year Book for Year 6 is published with sponsorship from local service clubs. A copy of the Year Book is presented to each Year 6 student at the Year 6 Graduation Ceremony in December.
- The Dance Fever program is offered annually as an integral part of The Arts curriculum.

### Co-curricular Activities

- The establishment of a Makerspace in our resource centre brought with it the unique opportunity for students to explore low, medium and high technology challenges, based on interest and passion.
- Connections with our local high schools enabled nominated students to develop their knowledge and understanding of STEAM (Science, Technology, Engineering, The Arts and Mathematics) through involvement in extension programs led by our local high school teachers.
- Extra Curricula activities include participation in local, state and national competitions and projects that are conducted from time to time during the school day and after school hours. Such activities cover academic, sporting and cultural pursuits and cover varying aspects of our core curriculum. Such events include ICAS Competitions, Opti-Minds, Fun-da-Mentals, Maths Tournaments, School Concerts, Family Dance and School Disco as well as events such as local shows, Dayboro Day, ANZAC Day, and Remembrance Day.
- Sport at an interschool level from Years 5 to 6, including athletics and swimming, soccer, netball, rugby league and basketball in Year 5 & 6.
- Dayboro State School has a strong Music Program. Students have the opportunity to learn a woodwind, brass or percussion instrument in Years 4 to 6. When they have made the necessary progress, instrumental students are able to join the Dayboro School Band. The Dayboro Voices school choir involves students from Year 4 to 6 in performances at school and community functions.

The Little Dayboro Voices involves students in Years 1 to 3 and a prep choir was introduced for our youngest students. 2016 saw the very successful introduction of our first all-boys choir.

- The Student Council with elected representatives organises charitable fundraising, supports humanitarian projects and assists with school decision making.
- Under 8s Day celebrations involving a wide range of community groups

### How Information and Communication Technologies are used to Assist Learning

- Information and communication technologies (ICTs) include desktop and laptop computers, ipads, scanners, digital cameras, the Internet and various software programs that we use in school. These technologies are used across all subject areas to support learning. All students have regular access to classroom computer pods as well as those in the Library. Students access these for research, word processing, emailing and a variety of other purposes. Teachers use the Learning Place Digital Resources to develop and extend the students' knowledge and to present their work. The use of computer pods in each classroom enables integration of ICTs across all key learning areas, as well as the ability to differentiate in small group literacy and numeracy blocks.
- The establishment of a Makerspace in our resource centre offered teachers the opportunity to co-teach while developing knowledge and skills in technology, including coding and robotics.
- The use of Interactive whiteboard technology in 100% of classroom spaces in 2015 saw a paradigm shift in the way curriculum is presented in many classrooms. Development of teaching strategies using interactive whiteboards has continued with the teachers, who work with them, seeing interactive whiteboards as essential tools in their teaching repertoire. Our music room was fitted with an interactive whiteboard, meaning that all teaching spaces have access to this technology.
- Our special education students have access to 7 iPads to enhance their learning and widen their access to the curriculum. Apps are purchased to meet the needs of individual students. Seventeen iPads were purchased for use in our upper school classrooms along with 6 additional iPads for use within the Makerspace.
- The school website at [www.dayboross.eq.edu.au](http://www.dayboross.eq.edu.au) gives the most up to date information on the school. It also contains a copy of the Internet Agreement that all students must have before accessing the internet at school. Some areas of the website for students and staff can only be accessed with a login and password.

## Social Climate

### Overview

- With a school population of approximately 360 students, the qualities of a community school with a caring family atmosphere are immediately evident. Our very capable staff members know all the children by name. Established processes and procedures ensure that all children receive individual assessment and participate in programs that lead to a successful and enjoyable school life.
- We expect and encourage our students to be proud of their school and its good reputation, wear the uniform with pride and behave appropriately at all times. We teach all students the 5B's: Be Respectful, Be Positive, Be Responsible, Be Tolerant and Be Proud. A system of assembly awards is maintained to positively recognise those who demonstrate that they follow the 5Bs. The Dayboro State School Behaviour Matrix was specifically taught in all classrooms during 2016 with one behaviour expectation being featured each week.
- Dayboro State School has strong links with its community and enjoys its loyal support. The school takes part in many of the special annual local events such as Dayboro Day, Dayboro Show, ANZAC Day and Remembrance Day. This contributes to a very strong sense of community ownership of the school. Many of our students are members of local sporting teams and some of the teams access the school facilities and resources.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that: their child is getting a good education at school (S2016)	98%	100%	100%



Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this is a good school (S2035)	100%	98%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	98%	100%
their child's learning needs are being met at this school* (S2003)	94%	98%	98%
their child is making good progress at this school* (S2004)	100%	98%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	97%	100%
teachers at this school motivate their child to learn* (S2007)	96%	97%	100%
teachers at this school treat students fairly* (S2008)	92%	93%	98%
they can talk to their child's teachers about their concerns* (S2009)	98%	97%	100%
this school works with them to support their child's learning* (S2010)	91%	95%	97%
this school takes parents' opinions seriously* (S2011)	94%	93%	97%
student behaviour is well managed at this school* (S2012)	96%	92%	100%
this school looks for ways to improve* (S2013)	100%	98%	100%
this school is well maintained* (S2014)	92%	97%	100%

### Student opinion survey

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

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	97%	100%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they receive useful feedback about their work at their school (S2071)	91%	93%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	95%
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)	97%	100%	100%
staff are well supported at their school (S2075)	85%	90%	97%
their school takes staff opinions seriously (S2076)	88%	93%	94%
their school looks for ways to improve (S2077)	97%	97%	97%
their school is well maintained (S2078)	97%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	97%	100%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

The school has a friendly and enthusiastic Parents and Citizens Association that meets on the second Monday of the month at 6:30pm. In 2016 major projects of the P & C were a range of very successful fundraising campaigns to upgrade information communication technology access for staff and students.

Parents are invited to participate as volunteers in the school ranging from classroom helpers, tuckshop assistants, resource preparation, reading group supervisors and technology advisors.

Close communication and collaboration occurs between parents, teachers and support staff in the development, implementation and review of Individual Support Plans for students. Individual Curriculum Plans are developed collaboratively with relevant school staff and parents/caregivers.

Vital school/home communication happens in a variety of ways:

- QParents was introduced in 2016
- Newsletter – Tuesday weekly
- Forms, permission slips, notes
- Discussion, interviews – by appointment
- Accessing the school website at [www.dayboross.eq.edu.au](http://www.dayboross.eq.edu.au)
- Forums offered by P&C at various times
- Information evenings, culminating day activities at the end of units of work
- Classroom visits, where appropriate, are arranged at the office for security and safety (visitors badges are available from the office)
- Some teachers implemented Class Dojo as a way of communicating
- Emails, phone calls, and communication booklets used in some family situations.

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our Schoolwide Positive Behaviour System involves weekly lessons focusing on our three school rules – Safety, Respect and Learning. Our lessons focus on personal safety and awareness, conflict resolution, responding to disrespectful actions and words and processes to follow to recognize, react and report when they or others are unsafe. Each year level has a focus on child safety through the implementation of the Morcombe Foundation lessons, as well as involvement in the Walk for Daniel annual event. Our Year 5 and 6 students are involved in the 'Talk About It' Program, run by Life Education, which focusses on respectful relationships dealing with conflict, protective behaviours, identity and uniqueness of the individual. Bi-annually of Prep to Year 4 students are involved in the Life Education Van presentations, exploring healthy life choices.

### 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	10	3	7
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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our School Environmental Management Plan (SEMP) outlines our commitment to the reduction of our environmental footprint. This included a curriculum or student focus as well as a whole of community focus. We hope to see the benefits of this plan in the coming years. Some buildings house solar panels that provide power that is returned to the grid and the school harvests rainwater from the roof surfaces, which is directed into rainwater tanks for use on our extensive gardens. Additional tanks and pumps were installed in 2016 to help reduce our town water usage when caring for our grounds. Classroom practice in air-conditioning use includes setting the temperature to no less than 24°, keeping doors and windows closed during use and ensuring these are turned off when the room is not in use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	72,006	1,644
2014-2015	78,448	1,582
2015-2016	112,648	1,309

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

## School Funding

### School income broken down by funding source

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

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

## Find a school

GO

Sector:

Government

Non-government

SEARCH

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

School 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	27	19	0
Full-time Equivalent	22	11	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	5
Bachelor degree	14
Diploma	6
Certificate	

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors 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 \$32 400.

The major professional development initiatives are as follows:

- Elements of an Effective Mathematics Lesson
- Warm-ups – Numeracy
- Experience before Instruction - numeracy
- Modelling in the 4 Elements of an Effective Mathematics Lesson
- Assessment, Moderation and Reporting
- Gradual Release of Responsibility Model for the teaching of reading – Modelled, Shared, Guided, Independent Reading
- Coaching and feedback in literacy and numeracy
- Coding
- Robotics
- Makerspace
- Australian Curriculum – implementation of Technologies
- Response to Intervention and Instruction – Diamond model tier 1, 2 & 3 intervention and extension
- Differentiated instruction
- Classroom Dashboard – One School
- SWPBS – Schoolwide Positive Behaviour System
- First Aid
- Workplace Health and Safety, Fire Extinguisher training, Anaphylaxis and Epi-pen, Epilepsy, CPR, First Aid, Curriculum Activity Risk Assessment, Code of Conduct and Ethical Decision Making, Student Protection, Evacuation and Lockdown Procedures, Keys to Managing Information, Internal Controls

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.	96%	96%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	92%	91%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

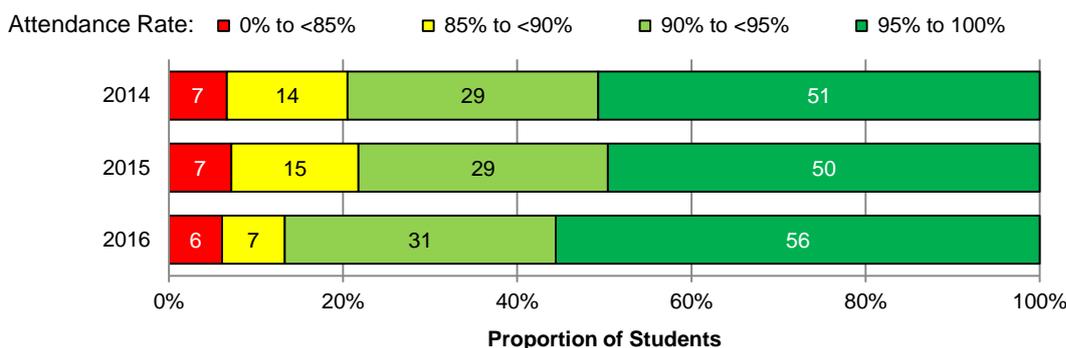
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	94%	94%	94%	95%	94%	95%	93%					
2015	93%	93%	94%	94%	93%	94%	94%						
2016	93%	94%	95%	95%	95%	95%	95%						

\*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.

### 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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

At Dayboro State School attendance is considered to be of great importance. We regularly circulate the message that "Every Day Counts". The research behind attendance and achievement is discussed and shared with parents and parents are encouraged to ensure their children are at school every day of the school year. We monitor late arrivals and early departures as this account for large numbers of interruptions to individual student learning every day.

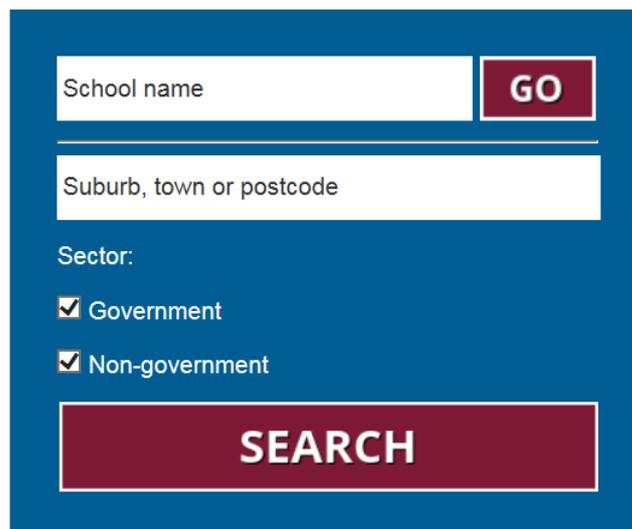
Teachers mark the roll electronically every morning and afternoon. Parents are asked to provide an explanation for their child's absence by either phoning the student absence phone number. If a student is absent without explanation an SMS is sent by 10:00am notifying the parent of the student's non-attendance at school. If a student is absent for 3 consecutive days, without explanation, the teacher notifies the Admin team who will then phone the parent to find out why the child is away. If the child does not return to school, the Principal will contact the parents and arrange an interview to discuss the issue further and inform them of the requirements for compulsory attendance at school.

## APLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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

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

