

Camp Hill State Infants and Primary School Queensland State School Reporting 2015 School Annual Report



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Principal's foreword

Introduction

I have much pleasure in presenting the 2015 School Annual Report. In 2015 Camp Hill State Infants and Primary School (CHSIPS) achieved numerous goals and affirmations for our programs of excellence and recognition of our students achievements across all learning areas (curricular and extra-curricular).

During 2015 the school community participated in a Quadriennial School Review (QSR). This review set the *School Vision* for the next four years. The QSR gathered a wide range of information across all areas of school operations. This included an analysis of systemic and school data; a community *Communication Audit*, a community audit of the *School Vision*; a variety of surveys; community meetings and engagement with students, staff and families. The development of the future 2016-2019 QSR was supported by the Camp Hill State Infants and Primary School (CHSIPS) School Council, as an Independent Public School (IPS) and endorsed by the DET Assistant Regional Director.

In 2015 the school continued to organize the annual Camp Hill ANZAC Day parade and ceremony (on behalf of the previous Belmont/Camp Hill RSL). This was a significant event as it was the 100th anniversary of the ANZAC tradition. Over 5000 members of our Camp Hill community attended this ceremony.

The school also formed a partnership with *Education Queensland International* and hosted our first Homestay program with students from China. This program supports our Understanding Asia and LOTE-Mandarin (Prep to Year 6) curriculum programs. It also aligns with our relationship with The University of Queensland Confucius Institute.

This report includes details of the review of the 2015 School Improvement Agenda and the implementation of the the 2015 Annual Implementation Plan (AIP).

School progress towards its goals in 2015

Camp Hill 2015 School Improvement Agenda

Goal		Status
STAFF Increased teacher capacity	Professional Development in: <ul style="list-style-type: none"> • Reading to Learn (R2L) Prof David Rose • Seven Steps to Writing Jen McVeity 	achieved
STAFF Data	Building capacity to collect and interrogate data as a platform for planning and assessment: <ul style="list-style-type: none"> • Staff ownership of data • Data conversations • Implementation of revised CHSIPS Data Schedule • Moderation within and across year levels 	Achieved and ongoing in 2016
STAFF Mentoring	Consistency of practice supported by: <ul style="list-style-type: none"> • Literacy Coach • Lead Teachers 	Achieved and ongoing in 2016
STAFF Consistent pedagogical practice	Whole class approach to teaching and learning utilising R2L and Seven Steps to Writing	Achieved and ongoing in 2016
STUDENT Intervention	<ul style="list-style-type: none"> • Direct intervention utilizing R2L and Seven Steps • Data tracking by Step Up team • Programs: Read it Again; IMPACT Writing; EALD Oracy program. Early Start; Step Up programs; Year 2 Focused Teaching and Individual Direct Intervention programs 	Achieved and ongoing in 2016
STUDENT Goal setting	<ul style="list-style-type: none"> • Proficiency Scales • Marzano Framework • WALT, WILT, TIB 	Achieved and ongoing in 2016
ICT Student engagement	<ul style="list-style-type: none"> • Increased capacity to engage students via integration of ICT in curriculum delivery • Lead Teacher ICT to support class teachers and classroom programs • Investment in network upgrade • Investment in resources to support learning programs 	Achieved and ongoing in 2016

In 2015 the school developed a program funded by the *Greater Results Guarantee* initiative of the Qld Government (\$266,927):

Target	Outcome
To increase percentage of students meeting NAPLAN U2B in Year 3 reading (61.4)	Not achieved (maintained level)
To increase percentage of students meeting National Minimal Standards in Reading in Year 3 above 95.6%	Achieved-97.5%
To track students reading progress from Prep to Year 3 using school data schedule	Achieved
To improve teacher capacity through focused coaching in both literacy and ICT	Achieved
To provide professional development through workshops, instructional rounds and teacher conferences to improve student outcomes	Achieved
To provide resources for literacy and ICT to support skill attainment in the Early Years of schooling	Achieved

Future outlook

In 2015 the school undertook a **Quadrennial School Review (QSR)** which reviewed the previous CHSIPS QSR goals; undertook an analysis of systemic and school data (including trends and trajectory); engaged an external consultant to conduct Communication and Values audits with the full school community; analysed the national and international educational research; reviewed Department of Education and Training systemic initiatives and expectations; undertook a School Review by the School Improvement Unit (required for schools undertaking a QSR) and incorporated all the findings into the 2016-2019 Camp Hill State Infants and Primary School QSR.

A summary of the CHSIPS 2016-2019 QSR includes:

School Values have been confirmed as Community; Friendship; Resilience; Respect and Persistence.

The school has developed a sharp Improvement Agenda that aligns with the DET *'Every Student Succeeding'* State Schools Strategy 2014-2018:

1. Improvement in NAPLAN Writing data – focusing on the Upper Two Bands (U2B)
2. Consistent practices embedded across the school in the implementation of the Reading to Learn (R2L) program
3. Improvement in Reading data-focusing on the U2B
4. Adaptations of curriculum overviews and planning in line with ACARA to allow for a more locally responsive curriculum
5. Incorporation of Higher Order Thinking Skills across the curriculum to promote a culture of innovation, creativity and inquiry in classrooms
6. Improved capacity of class teachers to interrogate data to inform teaching practices through data conversations and joint analysis
7. Increased teacher capacity to use digital pedagogies to engage and extend all learners

All of these priorities will be supported by the Principal and Deputy Principals during Instructional Rounds and aligned with the Success Indicators that include: Successful Learners; Teaching Quality; Principal Leadership and Performance; School Performance; Regional Support and Local Decision Making.

A planning matrix has been developed across the four years of the QSR outlining the scope of delivery for the Annual Implementation Plans.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	790	368	422	23	97%
2014	833	389	444	21	97%
2015	794	376	418	19	96%

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

*From 2015, data for all state high schools include Year 7 students. 2015 was the first year that Year 7 students were not enrolled at primary school.

Camp Hill State Infants and Primary School (CHSIPS) is situated in the inner eastern suburbs of Brisbane, it is a Department of Education and Training (DET) Independent Public School (IPS) and has an Enrolment Management Plan (EMP) in place.

The school has a recognised strong identity that is both caring and supportive and CHSIPS is proud of our interconnected school community. We are known to be a 'small country town in a large city'.

The CHSIPS community is very stable across all year levels and is highly inclusive of diversity based on ethnicity, cultural and religious backgrounds. We celebrate diversity and recognise the unique attributes of all members of our school. The school has a small indigenous population.

In 2015 the school community confirmed our school Values as: Respect; Resilience; Community; Friendship and Persistence

The school motto is: *Together We Achieve* which reflects the strength (and value) of the home and school partnership.

The family composition represents the general Australian profile with increasing enrolments from students from overseas from Finland to Thailand. We welcome our families from non-English speaking backgrounds and provide programs to support students acquire English language skills.

The school has formed partnerships with several key educational institutions, including the Queensland Academies and The University of Queensland Confucius Institute. In 2015 the school commenced a Education Queensland International Home stay program with a school from China. All our students learn Mandarin (Prep to Year 6).

Camp Hill has a *Special Education Program* (SEP) that supports students identified with a disability in the following categories: Intellectual Disability; Autistic Spectrum Disorder (ASD) and Speech Language Disability. Inclusion in this program is based on DET criteria.

The school has a large *Out of School Hours Care* (OSHC) program operated by the Parents and Citizens (P&C) which provides Before/After and Vacation programs for students from Prep to Year 6. The OSHC has a strong reputation amongst Education and OSHC communities and is held in high regard by our community.

Characteristics of the student body:

All Camp Hill year levels are gender balanced (Prep to Year 6). The students predominately identify as white Anglo Saxon, with a growing number of students from diverse ethnic, cultural and religious

backgrounds. Continuity across year levels is strong. Family compositions are predominately consistent with the Australian profile of families. Students acknowledge and respect diversity and have a highly inclusive regard for all members of the school community. The school has approximately 5% of students who are identified with a disability (under DET criteria). The school has a low percentage of students who identify as Indigenous.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	25	21
Year 4 – Year 7 Primary	24	26	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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	34	13	15
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Camp Hill State Infants and Primary School community have set a high bar for behaviour which is based on our *Four Expectations of Behaviour*-Commitment, Consideration, Cooperation and Courtesy. The school has a strong focus on positive behaviour support and encourages every member of the community to 'own their own behaviour'. Behaviour is managed in a consistent and proactive manner with consequences being aligned for all behaviours (positive and negative). Celebrations are frequent.

Curriculum delivery

Our approach to curriculum delivery

Camp Hill State Infants and Primary School's Pedagogical Framework is based on Marzano's *Art and Science of Teaching*. This framework is founded upon international research and best practice.

In 2015 the school teaching staff undertook a full induction in the *Reading to Learn (R2L)* program with Dr. David Rose. The school has also undertaken school-wide professional development in the *Seven Steps to Effective Writing* (Jen McVeity). All staff have a collective responsibility to the school Pedagogical Framework and are supported by both a Head of Curriculum, Literacy Coach and Lead Teachers. This ensures consistency of practice within a strong professional learning community.

The school is committed to a sharp, precise and narrow focus identified in the School Improvement Agenda.

In 2015 the school curriculum focused on academic excellence that included:

- Understanding Asia (Prep to Year 6) including Mandarin
- *You Can Do It* (Prep) and *Habits of the Mind* (Years 1 – 6)
- *Step Up* programs in Literacy (Reading Comprehension) and Numeracy (Problem Solving) for all students in Years 2 – 6 alternating across semesters
- Scaffolded academic programs including: *Launch into Language* and *Read it Again*
- Targeted programs for students identified with additional barriers to learning

- English as a Second Language programs
- *Scientist in Schools* program
- Extension programs with GATEWAYS and Queensland Academies
- Extension programs including: Robotics and Construction Club
- Integration of Information and Communication Technologies into curriculum delivery
- Online learning programs-including *Solid Pathways* (Indigenous student extension program)
- Camping programs (Year 5 – Camp Goodenough and Year 6 – Canberra)
- Interschool sports program – as well as participation in District, State and National competitions
- Musical programs: Choirs (Junior, Intermediate, Senior and Boys); Strings Ensemble; Concert Orchestra; Recorder and Ukulele groups

Camp Hill has an explicit Assessment and Reporting Schedule which aligns with the School Curriculum and Pedagogical Framework. Term Curriculum Overviews are provided for all year levels and shared with our families as well as being published on the school website.

Extra curricula activities

Camp Hill offers a range of extra curricula and co-curricula programs that include:

- Co-curricula: Chess; Robotics; Construction Club; *Investigating Science Club*
- Sports: Aerobics/Dance/Glee/Cheer (which achieved numerous national and state awards) for both boys and girls; AFL; Soccer; Swimming (including Squad and Learn to Swim); Futsal; Taekwondo and Judo; Cricket and Football; Little Kickers
- School Musical (biannual)
- Participation in national academic competitions
- Religious Instruction (optional for students in Years 1-3)
- Extension programs for students identified as gifted
- Student Council
- Ekoalas Environmental Club
- Leadership programs: School Captains and Vice-Captains, House Captains and Vice-Captains, Student Council members, Library Monitors, Tech Crew and Peer Mentors
- Knitting club
- Lunchtime recreational programs
- After school Chess
- Introduction to Coding lunch time programs

How Information and Communication Technologies are used to improve learning

Camp Hill State Infants and Primary School is committed to developing accomplished, autonomous learners who purposefully engage in the creative use of ICT to:

- Communicate effectively
- Work cooperatively and collaboratively
- Critically appraise, manage and use information
- Develop higher order thinking skills
- Embed learning across several domains

Camp Hill teachers engage students through explicit instruction on how to read and learn from digital text, incorporating an understanding of digital grammar and the development of a shared metalanguage. Teachers and students work collaboratively and cooperatively to achieved shared (aspirational) goals.

Camp Hill students from Prep to Year 6 are offered opportunities to extend their learning through using a raft of digital devices. This includes; Year 1 e-learning books and videos, embedded digital learning platforms, use of iPads, laptops, ipevos, Apple TV, digital cameras and interactive whiteboards in all learning areas. Students access a range of range of programs including online books (Sunshine);

Bookmaker, Study Ladder, Spell City and Computer Classroom. They also access the computer lab, mobile lab and Learning Hub.

The school has nearly completed an upgrade of the campus network and increased access and speed of the net has been a priority for the school. A wireless upgrade will be completed in the 2016/17 financial year.

Social Climate

Camp Hill State Infants and Primary School has a strong community identity and school spirit. All members of our school community take pride in our school, including past students who maintain a positive relationship with the school. The annual School Opinion Survey reflects the relationship that the community has with the school.

The school and community has set a high bar for behaviour (students, families and staff). We are committed to the belief that students will, at all times, 'own their behaviour' and that behaviour is a powerful means of communication. Behaviour is either rewarded or modified in a consistent manner with the focus being on positive interactions across the campus. The school has four clear *Expectations of Behaviour*- Commitment, Consideration, Cooperation and Courtesy. These are branded across the campus and are the foundations of rewards for all students.

The school has a Student Wellness and Welfare Committee (SWWC) that comprises members of the school administration, Guidance Officer, Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy, and other members of staff as required. The committee monitors student needs across campus and liaises with both departmental specialist services (including Occupational Therapists, Speech Language Pathologists, Advisory Visiting Teachers) and other agencies on an individual needs basis.

All students in Prep participate in the *You Can Do It* program and students in Years 1-6 participate in the *Habits of Mind* program. Both of these well respected and researched programs support the development of key personal attributes in the students. The programs are supported by Philosophy lessons in the upper grades. The school is committed to offering all students opportunities to develop the skills required of them to be active, confident, informed and successful members of the 21st century.

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)	94%	99%	95%
this is a good school (S2035)	100%	99%	100%
their child likes being at this school (S2001)	94%	98%	97%
their child feels safe at this school (S2002)	100%	99%	100%
their child's learning needs are being met at this school (S2003)	94%	97%	97%
their child is making good progress at this school (S2004)	94%	97%	95%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	94%	92%
teachers at this school motivate their child to learn (S2007)	94%	95%	97%
teachers at this school treat students fairly (S2008)	94%	97%	92%
they can talk to their child's teachers about their concerns (S2009)	89%	98%	97%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
this school works with them to support their child's learning (S2010)	88%	96%	97%
this school takes parents' opinions seriously (S2011)	100%	93%	86%
student behaviour is well managed at this school (S2012)	100%	95%	97%
this school looks for ways to improve (S2013)	94%	95%	95%
this school is well maintained (S2014)	100%	98%	97%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	98%	100%
they like being at their school (S2036)	96%	97%	98%
they feel safe at their school (S2037)	97%	98%	99%
their teachers motivate them to learn (S2038)	99%	97%	100%
their teachers expect them to do their best (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	97%	96%	98%
teachers treat students fairly at their school (S2041)	92%	96%	93%
they can talk to their teachers about their concerns (S2042)	86%	97%	96%
their school takes students' opinions seriously (S2043)	93%	90%	94%
student behaviour is well managed at their school (S2044)	88%	92%	96%
their school looks for ways to improve (S2045)	100%	100%	99%
their school is well maintained (S2046)	97%	97%	99%
their school gives them opportunities to do interesting things (S2047)	96%	97%	96%

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

'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 Camp Hill school motto of '*Together We Achieve*' clearly states the value placed on home-school partnerships and communication. This partnership is at all times focused on the needs of the student.

In 2015 the Camp Hill Classroom Parent Representative (CPR) program flourished. Classroom parent representatives performed a very active role in sharing information with new and current families. This program continues to provide weekly emails to families.

As part of the QSR, the school commissioned a Communication Audit that included all members of the community (staff, students and families). This utilised online surveys, community meetings and individual discussions. The recommendations included the need to:

- offer both Push and Pull information to families
- establish an electronic fortnightly newsletter that included both school and P&C information
- reduce information traffic to families
- maintain currency of the school website as a 'point of truth'
- continue the School P&C calendar to all families

Parents and community members supported numerous programs across campus. These included:

- Adopt-a-Cop/s
- Volunteers in class and specialist programs
- P&C committee-including the business units of Out of School Hours Care (OSHC), Uniform Shop and Tuckshop. Also the sub-committees (Fundraising, Swim Club, Music Support Group, Green Team and Run Club) and special events in 2015 the 100th Anniversary of ANZAC Day
- Committees for both the 2016 Fete and 90th Anniversary of the school
- Local Chaplaincy Committee (LCC)
- Classroom Parent Representatives (CPR)
- Aerobic/Dance/Glee/Cheer parent support teams
- Focused intervention support volunteers
- Volunteers at all P&C business units
- Membership (elected) of School Council
- Volunteer early years musician (weekly)

Camp Hill supports the integration of the talents of all members of our community and is delighted with the generosity of the numerous contributors to our school programs. Their contributions add to the richness of many learning programs on campus.

Camp Hill Student Welfare and Wellbeing Committee (SWWC) monitors all students on campus and is the referral point for teacher and parent concerns.

The Special Education Unit (SEP) is overseen by a highly qualified Head of Special Education Services (HOSES). All students identified with a disability (DET criteria) have a Educational Adjustment Profile (EAP), and Individual Education Plan (IEP) and, where appropriate, an Individual Curriculum Plan (ICP). SEP teachers work closely with the class teacher of individual students.

Camp Hill has an explicit Assessment and Reporting Schedule that tracks individual student data across the year. Data analysis/interrogation is an intensive process, lead by the Head of Curriculum and supported by the Lead Teacher-Data. Data Conversations with individual teachers is regularly undertaken. The analysis of data by support teams (I4S and Step Up) facilitates intervention programs.

Support for student learning occurs in and across a range of programs (from in class to intensive teaching on a one-to-one basis). Adjustments are recorded on OneSchool files for each student.

The Step Up team coordinates the targeted learning programs on campus, including those delivered by the Support Teachers Literacy and Numeracy. The school has allocated significant funds to employ and train highly experienced teacher aides to support student learning.

Reducing the school's environmental footprint

Camp Hill currently has one campus (Senior) fully air-conditioned and has some air-conditioning on the Junior campus. The air-conditioning on the senior campus was installed in 2008 as a noise abatement measure. The school also has some solar power. The student Ekoalas are a keen environmental group who continually review school sustainability practices. The reduction in water usage and power is a direct response to their intervention. The school continues to monitor our environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	253,574	4,208
2013-2014	274,035	3,057
2014-2015	215,470	1,865

*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.

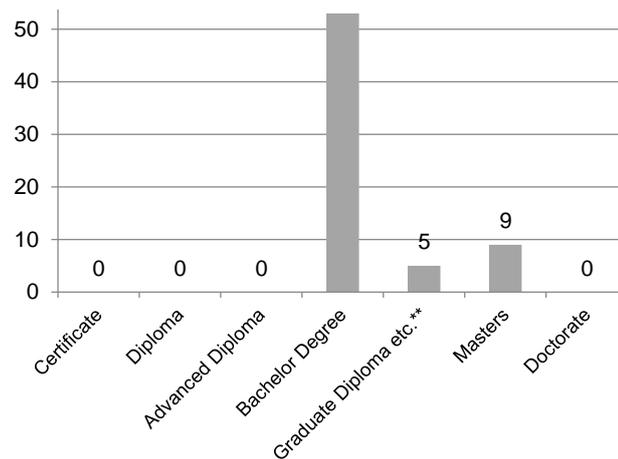
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	67	43	<5
Full-time equivalents	52	23	<5

Qualification of all teachers

Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	53
Graduate Diploma etc.**	5
Masters	9
Doctorate	0
Total	67



*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 **\$38,877**.

The major professional development initiatives are as follows:

- Reading to Learn professional development for all teaching staff (Dr David Rose)
- Seven Steps to Writing
- Numeracy
- Gifted Education
- Cracking the ABC Code
- Habits of the Mind
- Australian Curriculum
- Information Communication Technology (ICT)
- Coaching
- Mentoring – including partnerships with other state schools
- Lead teachers
- Professional Learnings breakfasts

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, 97% 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

Sector:

Government

Non-government

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).	94%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	94%	92%

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%**.

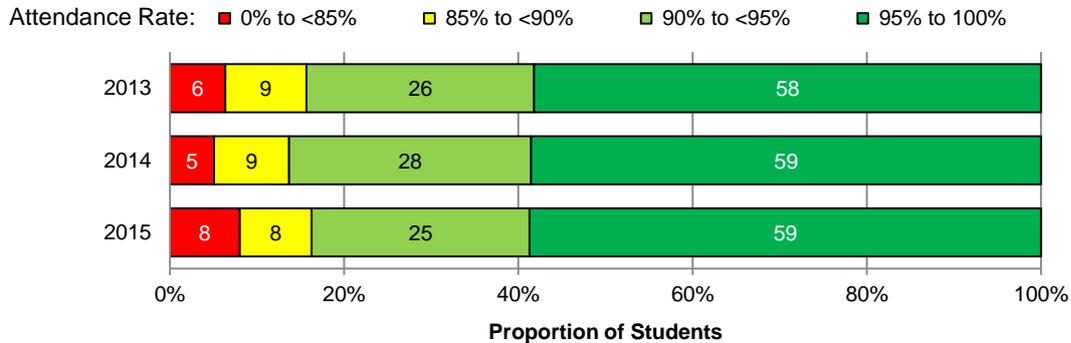
Student attendance rate for each year level (shown as a percentage)								
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	94%	94%	94%	95%	94%	95%	92%	95%
2014	95%	94%	94%	95%	95%	95%	95%	93%
2015	94%	94%	95%	94%	93%	94%	94%	N/A

*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 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.

Class rolls are marked electronically twice daily with both late arrivals and early leavers recorded by the school administration staff directly onto the individual students OneSchool file.

All unexplained, or prolonged, absences are audited by a member of the school administration according to the DET policy.

Students who are identified are supported by a contact with parents and a referral to school Student Welfare and Wellbeing Committee for consideration for strategies to support confident and regular school attendance. Where appropriate the school Guidance Officer will work with the families to provide support and advice.

The school supports the DET: 'Every Day Counts' program.

In 2015 the school identified a (very) small number of students who required additional support due to medical, psychological or family issues that impacted upon their regular attendance. Each child was closely monitored.

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

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

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

Find a school

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Non-government

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.