



Harris Fields State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Harris Fields State School is a band 9 school located in Logan City and is part of the Logan Beaudesert Education District and the South East Region. Harris Fields has a high proportion of students with English as a second language, drawn from a large Pacific Island community. Approximately thirteen per cent of our students are from the Aboriginal and Torres Strait Islander Peoples' community. The school's vision statement: *'To Give, To Question, To Excel and all students can learn at a high level given the right time and support* is at the centre of our school's shared belief and understanding. We achieve this by targeting excellence in our curriculum and encouraging all students to pursue high levels of academic attainment. Our core values are focussed on preparing young people to be active and reflective members of our community by building students' confidence in their relationships with other cultures in Australia and abroad and by creating a safe, tolerant and disciplined environment for all. While supporting these values we maintain a strong focus on literacy, numeracy, science and information and communication technology skills. Some unique features of Harris Fields State School are our love of the Arts which is clearly demonstrated in our concerts and choirs and our engagement in sport. A specialist visual arts teacher provides an extensive art program for our students. Our Art shows display student talents in a variety of media and are valued highly by the community. We have a successful sports program with regional and state representation in athletics and rugby league. The Learning and League program of excellence is an opportunity for our students to excel. Our cultural festivities are also an exciting part of our school that bring together the school and wider community. Our multicultural choir is valued and loved for the outstanding singing that is produced and the range of languages used when performing. Our school works together with our community to create productive and positive outcomes for all.

School progress towards its goals in 2018

- ✓ Oral language
- ✓ Reading
- ✓ Writing
- ✓ Number
- ✓ Critical and creative thinking

Targets were set for our students, tracked and monitored to assist with the planning for success for every student. Targets were communicated with the school community through teacher meetings, newsletters and the school's website.

Other priorities were:

- ✓ Student Wellbeing
- ✓ Develop a professional learning community
- ✓ Student attendance
- ✓ Parent engagement

Measuring success:

NAPLAN	School Based Data	Attendance
Year 3 students in the U2B – Reading 45.3% → (50%) Writing 18.8% → (25%) Numeracy 32.8% → (36%) Year 5 students in the U2B – Reading 49% → (55%) Writing 11.8% → (20%) Numeracy 20% → (25%)	TORCH/PROBE PAT M Levels of Achievement (A-E) Early Start (Prep) PM Benchmarks Writing samples	Increase attendance to 94% Decrease late arrivals by 80%

Future outlook

Improve outcomes for all students in English					
Actions	LOA (A-C)	NMS / U2B		Timelines	Responsible Officer
Maintain a whole school intervention model focussed upon reading.	P (65%) 1 (65%)	Yr3 (80%) Reading	Yr3 (25%) Reading	T1, T2, T3, T4	LT. / HOCs / STL'N
Track student progress using triangulated data sets.	2 (70%) 3 (76%)	Yr3 (80%) Writing Yr3 (80%) spelling	Yr3 (15%) Writing Yr3 (25%) spelling	T1, T2, T3, T4	HOC's
Implement and monitor a consistent whole school approach to classroom reading practices.	4 (75%) 5 (80%) 6 (78%)	Yr5 (85%) Reading Yr5 (85%) Writing Yr5 (90%) Spelling	Yr5 (15%) Reading Yr5 (10%) Writing Yr5 (25%) Spelling	T1, T2, T3, T4	L.T.
Invest in a writing mentor using the cycle of inquiry to embed 7 steps practices in year 2 and 3.				T1, T2, T3, T4	Hannah Pinches / HOCs
Build teacher capability in the teaching of phonemic and phonological awareness across P-6.				T1, T2, T3, T4	PRINCIPAL / P-2 HOC

Improve outcomes for all students in Mathematics					
Actions	LOA	NMS / U2B		Timelines	Responsible Officer
Implement and monitor a consistent whole school approach to classroom mathematics practices.	P (77%) 1 (77%)			T1, T2, T3, T4	HOCs
Track student progress using triangulated data sets.	2 (81%) 3 (87%)	Yr3 (80%) Numeracy Yr5 (90%) Numeracy	Yr3 (25%) Numeracy Yr5 (10%) Numeracy	T1, T2, T3, T4	HOCs
Invest in a mentor to improve pedagogical practices across whole school using Stepping Stones framework.	4 (80%) 5 (80%) 6 (80%)			T1, T2, T3, T4	Lauren Guttenbeil / HOC

Deepen teacher knowledge, expertise and delivery of the Australian Curriculum.				
Actions	Targets	Timelines	Responsible Officer	
Continue implementation of Early Years Frameworks (Age Appropriate Pedagogies, QCAA), Early Start (Literacy continua).	100% engagement (EYF)	T1, T2, T3, T4	HOC P-2	
Continue to develop a deep knowledge and understanding of the Australian Curriculum (focusing on embedding Aboriginal and Torres Strait Islanders perspectives)	100% engagement (DPED)	T1, T2, T3, T4	HOCs	
Invest in Technology Ambassador to embed technologies in KLA's across whole school.		T1, T2, T3, T4	3 – 6 HOC / Brendan Geselle	

Improve percentage of positive behaviour and engagement for all students				
Actions	Targets	Timelines	Responsible Officer	
Build teacher capability in Essential Skills for Classroom Management using Profiling practices.	Decrease classroom referrals by 20%	T1, T2, T3, T4	Wellbeing Officer	
Develop and implement PBL practices.	100% participation of staff	T1, T2, T3, T4	Wellbeing Officer	
Encourage and promote attendance through proactive and reactive strategies	94% attendance	T1, T2, T3, T4	DEPUTY	
Develop and embed explicit inclusion practices with whole staff.	100% participation of staff	T1, T2, T3, T4	SEP teachers / G.O / HOCs	
Develop and embed explicit instruction practices.	100% participation of staff	T1, T2, T3, T4	HOCs	

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	501	525	543
Girls	227	245	271
Boys	274	280	272
Indigenous	62	77	75
Enrolment continuity (Feb. – Nov.)	86%	87%	85%

Notes:

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

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

Characteristics of the student body

Overview

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	26	25	25
Year 4 – Year 6	27	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

Curriculum delivery

Our approach to curriculum delivery

Student-centred planning

- ✓ We know the whole child
- ✓ Differentiated learning pathways for all students
- ✓ Co-constructed learning goals, learning intentions, success criteria

High expectations

- ✓ Every child, every day has challenging learning goals with co-constructed criteria
- ✓ Consistent feedback supports growth mindset and continued development
- ✓ Critical and creative thinking

Alignment of curriculum, pedagogy and assessment

- ✓ Teaching and learning is aligned with Australian Curriculum
- ✓ Assessment front ends planning, assesses achievement standards and is supported by communicated exemplars and marking guides
- ✓ Moderation ensure portfolios and reports speak to the Australian Curriculum Achievement Standards

Evidence-based decision making and research based teaching methods

- ✓ Teaching and learning is informed by triangulated student performance data and validated research
- ✓ A comprehensive range of agreed research-based teaching strategies ensures a targeted and scaffolded instructional approach
- ✓ Consistent, whole-school approaches ensures students equal opportunities to quality instruction

To employ this approach, Harris Fields State School adopts a set of signature pedagogical practices across all key learning areas. These signature practices include:

- ✓ Gradual Release
- ✓ Visible Learning
- ✓ Explicit Teaching
- ✓ Differentiation
- ✓ Effective Thinking
- ✓ Making Connections

Extra curricula activities

Maths, English, Science

- ✓ Enrichment days at local schools and universities
- ✓ Enrichment opportunities embedded across P-6
- ✓ Technology, including iPads, Coding and Robotics, opportunities

Sporting

- ✓ Interschool Sport – rugby league, touch football, soccer, netball
- ✓ Learning and League
- ✓ Representative Sport
- ✓ Sporting Carnival – Sports Day, Cross Country, Gala Days

The Arts

- ✓ Senior Cultural Choir
- ✓ Instrumental Music
- ✓ Visual arts specialist teacher
- ✓ Arts enrichment opportunities

Community

- ✓ ANZAC day
- ✓ NAIDOC celebrations
- ✓ Under 8s Celebration
- ✓ Art Fair
- ✓ STEM Fair
- ✓ Book Week
- ✓ School Banking

How Information and Communication Technologies are used to improve learning

At Harris Fields State School digital technologies are employed to improve and extend student learning, rather than to simply engage them. Differentiated instruction is based on data and day-to-day monitoring of students that indicates the particular learning needs of each student. Purposeful planning for the use of digital technologies is required to: engage students; assist students to achieve the expected learning; and, to allow students to demonstrate what they know, understand and can do.

Harris Fields State School has invested in becoming a digitally-rich school. Each Prep – Year 4 class is resourced with sets of iPads and each Year 5 and Year 6 class is resourced with laptops. There are two computer labs available for use in the library. In 2017, Harris Fields State School employed a Tech Ambassador for one day a week to teach digital technologies. The Tech Space is well-resourced with robotics and production devices.

Social climate

Overview

Overview

At Harris Fields State School, we value the care of each member of the school community. We aim to build a resilient, responsible and happy community that are actively engaged with the school, nurturing the on-going development of every student. Teachers must be proactive in building safe and supportive learning communities as well as reactive in responding effectively to situations of concern for students. The National Safe School Framework provides the basis for our policy.

The leadership is committed to a safe school as demonstrated by its:

- ✓ Responsibility for the development and maintenance of a safe, supportive and respectful learning and working environment
- ✓ Clear vision for a safe, supportive and respectful school overseen by key staff with specific responsibilities
- ✓ Ongoing data collection used to inform decision making and to evaluate the effectiveness of policies, programs and procedures
- ✓ Communication of mandatory requirements and legal issues

Our supportive and connected school culture is characterised by:

- ✓ Teaching, staff modelling and promotion of explicit pro-social values and expectations for behaviour
- ✓ Positive, caring and respectful relationships between all stakeholders
- ✓ Parent/carer connectedness to the school
- ✓ A focus on staff wellbeing and safety

Our policies and procedures are:

- ✓ Collaboratively developed and clearly communicated for stakeholders to follow including:
 - ✓ Appropriate use of Technology
 - ✓ Development of risk assessments
 - ✓ Induction programs for new staff and students

Positive Behaviour Management is enhanced through:

- ✓ Promotion and recognition of positive student behaviour
- ✓ Effective risk minimisation in technology, playground supervision and off-campus activities

Engagement, skill development and a safe school curriculum is delivered through:

- ✓ Student engagement with learning
- ✓ Teaching of skills and understandings for cyber safety, personal safety, protective behaviours and, social and emotional skills

A focus on student wellbeing and student ownership is evidenced through:

- ✓ Defined structures and strategies for enhancing student wellbeing
- ✓ Adoption of strengths-based approaches to student learning and participation

Early intervention and targeted student support

- ✓ Effective processes and intervention for students requiring support and skill development

Our school recognises the need to develop partnerships with families and community to:

- ✓ Provide consistent messages about safety and wellbeing
- ✓ Extend support to students and families as needed

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

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

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	89%	97%	92%
• they like being at their school* (S2036)	92%	97%	95%
• they feel safe at their school* (S2037)	86%	95%	83%
• their teachers motivate them to learn* (S2038)	94%	96%	97%
• their teachers expect them to do their best* (S2039)	98%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	97%
• teachers treat students fairly at their school* (S2041)	88%	90%	85%
• they can talk to their teachers about their concerns* (S2042)	81%	87%	85%
• their school takes students' opinions seriously* (S2043)	85%	93%	83%

Percentage of students who agree# that:	2016	2017	2018
• student behaviour is well managed at their school* (S2044)	77%	91%	75%
• their school looks for ways to improve* (S2045)	94%	98%	91%
• their school is well maintained* (S2046)	94%	91%	85%
• their school gives them opportunities to do interesting things* (S2047)	94%	98%	96%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	95%	100%
• they feel that their school is a safe place in which to work (S2070)	92%	95%	94%
• they receive useful feedback about their work at their school (S2071)	89%	78%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	65%	81%	92%
• students are encouraged to do their best at their school (S2072)	100%	97%	100%
• students are treated fairly at their school (S2073)	97%	87%	90%
• student behaviour is well managed at their school (S2074)	86%	70%	84%
• staff are well supported at their school (S2075)	92%	88%	97%
• their school takes staff opinions seriously (S2076)	94%	87%	90%
• their school looks for ways to improve (S2077)	94%	93%	97%
• their school is well maintained (S2078)	100%	98%	97%
• their school gives them opportunities to do interesting things (S2079)	95%	93%	97%

* 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

Respectful relationships education programs

We value our parents and the community and encouraged them to be actively involved in all aspects of schooling, including academic, sporting, cultural awareness and The Arts. Special events during 2016 in which parents and community were invited to attend included:

- ✓ Book Week Celebration
- ✓ ANZAC Ceremony
- ✓ Leader Induction Ceremony
- ✓ School Concert
- ✓ STEM Fair
- ✓ The Club – Graduation Ceremony
- ✓ School Cross Country
- ✓ School Sports Day
- ✓ Interschool Sport
- ✓ Mothers' Day Prep Event
- ✓ Fathers' Day Prep Event
- ✓ Reconciliation Assembly

- ✓ Harmony Day Celebration
- ✓ Award Ceremony
- ✓ Launch of Excellence Programs
- ✓ Rugby Gala Day
- ✓ Prep Transition Program
- ✓ Year Six Graduation

Communication is an important component for engaging parents and the community. We do this by having:

- ✓ Class information sessions
- ✓ Termly class newsletter
- ✓ Fortnightly school newsletter
- ✓ End of Semester Reporting
- ✓ End of term one and term three parent teacher interviews

To provide high quality learning opportunities for the students during 2016 we engaged with the following organisations:

- ✓ Queensland Police Service (School Liaison Office: Constable Matt Lowe)
- ✓ Queensland Fire and Rescue Service (Safety)
- ✓ YFS (Social Skilling Programs and Breakfast Club)
- ✓ Griffith University (Launch into Life at Logan)
- ✓ NRL All Stars (Wellbeing presentations)
- ✓ Life Education (Smart Choices for Healthy Choices)
- ✓ Mabel Park State High School (Enrichment opportunities)
- ✓ Spinal Life (SEAT Program)
- ✓ The Song Room (Community Postcard Project)
- ✓ Local High School (Transitions to High School)

The school Parents' and Citizens' Association (P&C) is the main consultative body which provides services and support to the school community including tuckshop, uniform shop, book ordering, Mothers' and Fathers' Day stalls. P & C meetings provide a forum for discussion of educational issues as well as dealing with many matters that affect our school. The P & C holds a significant role in decision making about school policy, goal setting, annual plans (including budgeting), social activities, improvements to the grounds and provision of equipment. In this way, the members are included in the provision of quality of education for the students. As needs arise, parent membership is invited for special committees set up for specific purposes. The P & C meets every second Wednesday of each month at 2:45pm in the staffroom.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Appropriate and respectful behaviour is defined, modelled and reinforced to students through the Student Responsible Behaviour Plan.

Harris Fields State School implements a range of proactive and preventative processes and strategies to support student behaviour and to focus on personal safety and awareness. This includes identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence. Students will recognise, react and report when they, or others, are unsafe. Processes and strategies include:

- ✓ Promoting the 'Bullying. No Way!' campaign
- ✓ Life Education Program
- ✓ YFS Social Skilling Program
- ✓ Supported Play
- ✓ Restorative Justice
- ✓ Visual displays of appropriate behaviour
- ✓ Lessons and role play activities related to conflict resolution
- ✓ Assembly performances promoting positive behaviour and virtues
- ✓ Wellbeing Officer support

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	97	74	93
Long suspensions – 11 to 20 days	1	4	1
Exclusions	0	3	1
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Harris Fields State School has been making a concerted effort to reduce its environmental footprint. The water consumption has been cut through the use of water tanks being used throughout the school. Electricity consumption has also been reduced through the effective use of tariffs and solar panels in the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	125,986	124,735	114,038
Water (kL)	5,868	6,866	

Note:

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

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

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

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

Find a school	Search website	
<input type="text" value="Search by school name or suburb"/>	Go	
School sector ▼	School type ▼	State ▼

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

View School Profile

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

School profile NAPLAN Attendance **Finances** VET in schools Senior secondary Schools map

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	39	27	0
Full-time equivalents	36	18	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	2
Bachelor degree	40
Diploma	5
Certificate	5

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2017 were **\$40604.97**

The major professional development initiatives are as follows:

- ✓ Visible Learning
- ✓ Anita Archer
- ✓ Lyn Sharratt
- ✓ Reading Centre
- ✓ Numeracy
- ✓ School Law
- ✓ Phonics program
- ✓ Phonemic Awareness

- ✓ ESCM - Profiling
- ✓ Literacy Solutions
- ✓ Reading workshops
- ✓ Writing workshops
- ✓ Trauma training

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	90%	88%
Attendance rate for Indigenous** students at this school	86%	87%	85%

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

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

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	88%	90%	85%
Year 1	88%	89%	90%
Year 2	92%	87%	89%
Year 3	92%	92%	87%
Year 4	95%	90%	89%
Year 5	91%	93%	92%
Year 6	90%	91%	88%

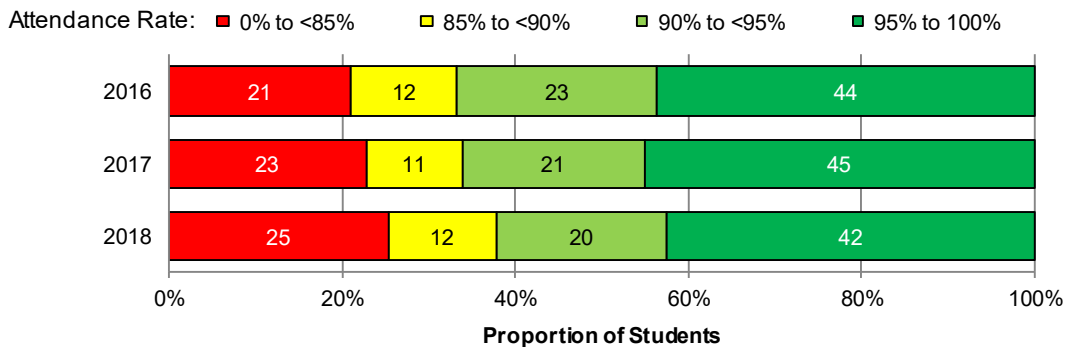
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

At Harris Fields State School we:

- ✓ Mark electronic attendance rolls twice a day
- ✓ Enter data onto OneSchool daily
- ✓ Forward letters to parents (weekly) where excessive (more than 2) unexplained absences are recorded.
- ✓ Parents are asked to contact the school to clarify the absence
- ✓ Same day text messaging used to contact parents
- ✓ Have teaching staff and administration team contact families to clarify absence
- ✓ Promote attendance through acknowledgement on assemblies (weekly)
- ✓ Promote attendance using the newsletter and posters in classrooms
- ✓ Promote the schools attendance target of 94% providing students with their attendance data
- ✓ Use our Guidance Officer to support families who are experiencing difficulty in bringing their children to school

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

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