



Harlaxton State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

We believe that it takes a whole community interacting positively in a safe environment for children to grow. Our community is located the north side of Toowoomba city, in a low socio-economic suburban area that is undergoing cultural change. Many refugees from war-torn Syria and Iraq have settled here. Our school population is composed of 33 % indigenous students and 34% refugee students. Some of our students need extra support across many areas to be at school, stay at school and flourish at school.

Our school has partnerships with many different organisations in the local community who support us economically and socially. This practical assistance breathes life into our school motto: Making Connections-Creating Opportunities. We are a Positive Behaviour for Learning (PBL) school with the core values of Respect, Resilience and Relationships. These underpin all aspects of school life. We have a weekly data driven behaviour focus and students gain Gotchas for demonstrating the focus value. Gotchas are traded for items including free time, free dress and using the teacher's chair. The P & C Association plays an active role in the life of the school by running the Tuckshop and Uniform Shops as well as fundraising activities through the year. The P&C Association meets on the second Monday of each month with fundraising as an important focus to support school initiatives.

School progress towards its goals in 2018

Our progress towards the implementation of our sharp and narrow teaching focus of the teaching of reading, comprehension and spelling has been further enhanced in 2018 by the continuation and enhancement of:

- Mult-Lit Program, our adapted high intensity reading support program, using Pre-Lit (Prep), Mini-Lit, Reading Tutor Program and Reinforced Reading, saw Macq Lit added in 2018. This program was commenced to enhance reading growth for our newly arrived refugee students. (yellow/academic). This program is delivered through out the school via individual and small group sessions with trained staff. Our Multi- Lit suite of programs has seen our individual student reading levels climb and a marked school data improvement. Our school achieved NAPLAN improvement greater than national improvement increase in 2017 and 2018. This program is led by our Support Teacher Literacy & Numeracy who trains support staff and monitors these initiatives.
- Positive Behaviour for Learning Program (blue/social-emotional). PBL is an evidence-based whole school process to improve learning outcomes for all students by establishing positive social/behavioural expectations in our school community. It provides a framework for our school and community to support student wellbeing. Students have responded positively to explicit school behavior expectations taught across the school. Staff deliver consistent behavior expectation responses and language so students feel safe and secure at school. PBL has resulted in a decrease in unproductive and challenging behaviours and increased teaching time.
- Dance classes (red/physical) before school. These free classes are school funded and taught by a local dance academy instructor. Hip Hop classes are available twice a week. Dancing is a highly physical, aerobic activity that increases flexibility, range of motion, physical strength and stamina. The repetitive movements improve muscle tone, correct poor posture, increase balance and coordination and improve heart health. Dance class has assisted in lifting our whole school attendance rate, decreasing late arrivals and offering an alternative to traditional sport for all children. In 2018 the dance students were filmed performing a choreographed dance called Borobi Boogie to be played on the Commonwealth Games media channel. This is available for viewing on our school website.
- School choir led by our Music Teacher (green/cultural) partnered with Rockville SS and Josh Arnold (a local songwriter) to create a song for the Commonwealth Games called *Colours of Australia* highlighting our country's indigenous heritage and what it means to be an *Aussie Kid*. This was used on the Commonwealth Games media site. We also partnered with Josh Arnold to create *Music of Life* You-tube clip for Multicultural Development Australia (MDA) highlighting of our school's new refugee student settlement in Toowoomba. These can be seen on our school's website. The choir annually performs at the Toowoomba Library for Harmony Day celebrations and at Toowoomba's Walk Together migrant settlement celebrations.
- Community Participation Officer (pink/community) for school. The CPO helps parents to stay connected with student learning, focussing on delivering learning outcomes by increasing each child's attendance, helps effective communication between home and school and develops and maintains quality home-school partnerships by supporting student learning. CPO also leads the school's annual celebrations for NAIDOC Day and Harmony Day

Our school welcomes our partner kindergartens and daycare centres (Kilila Indigenous Kindergarten and Kath Dickson Family Day Care Playgroup/Toy Library) to our celebrations. KD Day Care share our site with a Playgroup facility as well as a community Toy Library. Our school proudly partners with TRAMS & Catholic Care, St Vincent De Paul Care, Multicultural Development Australia, The Smith Family, Toowoomba North Rotary Club, Harlaxton RSL sub-branch, Downlands College, Carbal Indigenous Medical, Essilor Lens Foundatio (free glasses program), Mayhem Dance Academy, Victory Church, New Hope Church and Toowoomba North Church of Christ to assist our students to attend school, have stationery items to use for their learning as well as uniform items.

Our school programs focus on educating the Whole Child by giving all students an opportunity for a rounded education. Our core program focusses on The Australian Curriculum delivered through C2C in the classrooms. This report contains an overview of our Harlaxton State School activities over the last year and outlines a range of data sources that collectively represent a picture of our school performance during this time.

Future outlook

At Harlaxton State School our sharp and narrow focus is the teaching of reading, comprehension and spelling and this will continue in 2019 when we:

- continue developing our whole school reading program, *The Whole Child Way of Reading*, to deliver quality outcomes within a balanced reading program.
- **1.** embed a culture of high expectations in reading, comprehension and spelling using focussed instruction and student goal setting within an explicit framework
- continue emphasis on the use of data to plot student progress and inform future teaching
- continue promotion of school achievements through media and school initiated channels
- continue to integrate new technologies across the curriculum
- continue emphasis on attendance- *Every Day Counts* **and** *At least one year's growth for one year's schooling*

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Our School's Improvement Agenda priority is the teaching of reading, comprehension and spelling and this will continue to be our ongoing priority for 2019. We will continue to use CARS and STARS, Multi-Lit and Words Their Way across the school to move our sharp and narrow focus forward. In 2018 we will implement Mult-Lit to include Maqu Lit with our refugee students to increase the English learning. The majority of our students have no Kindy or Pre-Prep pre- experience on Prep entry. AEDC data and ICSEA data shows that our students come from extremely low socio-economic homes where domestic violence and alcohol or drug exist. In 2018 we have continued to increase our individual reading levels with many students achieving end of year benchmarks by the end of Semester One and increasing our student attendance for both indigenous and non-indigenous.

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	109	130	152
Girls	50	64	81
Boys	59	66	71
Indigenous	54	72	46
Enrolment continuity (Feb. – Nov.)	77%	87%	83%

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

Our school is situated in a low socio-economic suburban area of north Toowoomba that is undergoing urban renewal due to low rental costs. Many refugees from Syria and Iraq are settling here. Our school has a very low ICSEA rating with 81% of our families in the lowest quartile. Our school population is composed of 169 students with 35 % indigenous students and 36% migrant students. Our students need extra support across many areas to be at school, stay at school and flourish at school. Our school has partnerships with many different local community organisations who support our students with food, clothing & shoes, financial and emotional support. This practical assistance breathes life into our school motto: *Making Connections-Creating Opportunities*.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	21	20
Year 4 – Year 6	23	24	20
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

Our Approach to Curriculum Delivery

Harlaxton State School students enjoy a variety of curriculum options including:

- * Art lessons (Skills based) from Prep - 6
- * LOTE (German) Years 5 & 6 are taught by the Principal
- * Choir and extension activities (Eisteddfod performance and community events performances)
- * Australian Sporting Schools funded HPE enhancement with Rugby Union and Touch football
- * Positive Behaviour for Learning around our values of Respect, Resilience and Relationships

Co-curricular Activities

Harlaxton State School students enjoy a variety of co-curriculum options including:

- School funded Hip Hop dance classes before school two days a week
- Reciprocal dance class visits with Downlands College
- Fruit Break daily for all students for healthy 'brain food'. Extra fruit donated by New Hope Church

- Smart Moves Program – Each day, every class is involved in a range of physical activities called 'Smart Moves'
- Environmental education programs- recycling and garden programs with assistance from refugee families
- Breakfast Club, run by Downlands College Social Action Group, one morning a week
- Bella program (Chaplaincy Initiative) for Year 6 girls
- Student Mentoring Program with one-on-one support. Community members inducted, have blue cards and provide a written report on student interact (Chaplaincy Initiative)
- Toowoomba State Schools Inter-school Sport off-campus (Friday afternoons Terms 1 & 3)
- Robotics Workshops with Dr Goh (USQ School of Engineering)
- Attendance Reward Days at the end of each term- Discos, Pizza Parties and Movie excursions
- Multi-cultural Day (Walk Together Council Initiative) with EALD staff and refugee students
- Harmony Day, Reconciliation Week and NAIDOC Week celebrations at school

How information and communication technologies are used to assist learning

Harlaxton School has a significant STEM development program. The program focus is on Robotics with links to the University of Southern Queensland Engineering Department (Dr Stephen Goh) and their ROBOGALS group. There have been successful days held in our hall using Lego Mindstorm Robots (courtesy of the university). The school has Lego Mindstorm Robots and a 3D Printer.

All classrooms have access to banks of computers for student use. The school has purchased subscriptions to *Reading Eggs*, *Maths Seeds* and *Typing Tutor* for student school and home use. The *Reading Eggs* comprehension units used in English lesson rotations in classrooms. All classrooms have interactive whiteboards. All classes have access to photocopiers and printers, scanners, digital and video cameras for students and staff to enhance all learning programs. Teachers have a departmental laptop to develop their skills and to use in conjunction with their interactive whiteboards

Social climate

Overview

Harlaxton State School continues to develop and maintain positive relationships with all staff, students and parents. Our school places importance on the values of Resilience, Respect and Relationships. These values drive our Positive Behaviour for Learning Program and the PBL committee strives to keep these in front of our students' minds every day. This program places the emphasis on rewarding positive behaviours to decrease negative ones. This program sets a behavior standard and a standard consequence (positive and negative) for transparency across the school.

The school understands the need for monitoring the health and well-being of their students. Our school motto is Making Connections-Creating Opportunities The teachers use the PBL support structures to assist students to make good choices, feel safe and heard and take responsibility for their behavior choices. Students displaying positive behaviours rewarded with Gotchas. These Gotchas are traded for prizes from the PBL menu including Free Dress Pass, Free time, picnic lunch, principal's chair for the session or lunch with your favourite teacher. Other recognitions are certificates on weekly parade for classroom and playground positive behavior.

The positive behavior program is supported by our Chaplain. The current Chaplaine began here in 2017 after the Chaplain with 10 years service retired. The Chaplain supports all students across the school. This is a service that is open to parents and staff as well.

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)	80%	100%	100%
• this is a good school (S2035)	100%	89%	100%
• their child likes being at this school* (S2001)	67%	100%	100%
• their child feels safe at this school* (S2002)	67%	100%	91%
• their child's learning needs are being met at this school* (S2003)	80%	100%	100%
• their child is making good progress at this school* (S2004)	80%	100%	100%

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	91%
• teachers at this school motivate their child to learn* (S2007)	100%	89%	91%
• teachers at this school treat students fairly* (S2008)	80%	67%	91%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	80%	100%	90%
• this school takes parents' opinions seriously* (S2011)	100%	89%	91%
• student behaviour is well managed at this school* (S2012)	67%	89%	91%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	80%	89%	91%

* 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)	100%	100%	95%
• they like being at their school* (S2036)	87%	100%	95%
• they feel safe at their school* (S2037)	96%	95%	100%
• their teachers motivate them to learn* (S2038)	91%	100%	95%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	100%
• teachers treat students fairly at their school* (S2041)	96%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	83%	95%	91%
• their school takes students' opinions seriously* (S2043)	96%	95%	95%
• student behaviour is well managed at their school* (S2044)	96%	95%	95%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	96%	100%	95%
• their school gives them opportunities to do interesting things* (S2047)	96%	95%	95%

* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	93%	100%	96%
• they receive useful feedback about their work at their school (S2071)	80%	88%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%

Percentage of school staff who agree [#] that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	96%
• student behaviour is well managed at their school (S2074)	80%	100%	100%
• staff are well supported at their school (S2075)	87%	94%	96%
• their school takes staff opinions seriously (S2076)	93%	100%	92%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	93%	100%	96%
• their school gives them opportunities to do interesting things (S2079)	93%	94%	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

At Harlaxton parents are actively encouraged to get to know the child's teacher with Parent Teacher interviews each semester. Parents are invited to engage with the school at Friday's weekly parade and at the Chaplaincy Morning Teas held after parade in the school's Parent Room each Friday. Our refugee parents have their Parent –Teacher interviews with our bi-lingual worker interpreting for them so they are kept up to date with their child's progress.

The school ID Attend Program to send texts to families about upcoming school events, Happy Texts as well as absence alerts. This is a timely and cost efficient way of communicating with families. Parents have spoken with staff about liking this form of communication.

Harlaxton's P&C membership is small but very active. Fundraising is a major focus for the P & C. They also run Tuckshop twice a week as well as our Uniform Shop. They are a vital part of our school community and willing step in to lend a hand with working bees as well as catering for Election voting held in our hall.

Our Chaplain works with our parent community to support them. Parents are encouraged to attend morning teas or just pop in and have a coffee in the Parent Room before school or make an appointment to chat in her office. The school has an independent Parent Room where parents can stop for a chat or hold meetings with the Chaplain.

The school also has links with the following community based groups who help support the school and its students in many ways: The Smith Family, New Hope Church, Downlands College, Harlaxton RSL sub-branch, Toowoomba North Rotary Club, Carbal Indigenous Medical, Twisted Loaf Bakery, Twisted Loaf Bakery, Mayhem Dance Academy, University of Southern Queensland and Toowoomba North Church of Christ.

Respectful relationships education programs

The school has developed and implemented a program that focusses on appropriate, respectful, equitable and healthy relationships.

We do this through our Positive Behaviour for Learning with our school rules based around our values of Respect, Resilience and Relationships to grow respectful relationships with others. The fortnightly focus is drawn from One School behaviour data for discussions with the PBL Committee. This data is from the previous fortnight. This data identifies behaviour needs and moves to address it through weekly parade presentations and daily classroom follow-ups of You Tube clips and school made clips. These focusses attention on positive behaviours and ways to access assistance. Part of the PBL discussions teachers have with the students centres around personal behaviour, safety and awareness as well as non-violent conflict resolution practices. As part of the whole school approach, to respectful relationships, the Chaplain provides pastoral care across the school to students, staff and parents and care givers

In 2018 the school used the Life Education to deliver online safety and cyber safety training to all students, staff and community.

The school acknowledges White Ribbon Day with activities, discussions and conscious raising of the community and parade presentations.

The school uniform is gender neutral with shorts the main part of our uniform allowing all students to participate freely in all school activities with dignity.

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	11	16	8
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
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

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. Water usage is supplemented by school tanks. Tank water is used in our swimming pool after treatment. Our power usage is monitored with staff reminded to turn off appliances and lights when not needed. The increase in classroom technological devices (whiteboards and air conditioners) requiring power, makes the need to monitor our power use important. The school will continue to examine cost cutting/power use reduction methods. Our school recycles its paper waste and uses a shredding service for confidential documents.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	113,248	108,829	116,344
Water (kL)	1,011	243	1,735

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

2-1. Click on the *My School* link <http://www.myschool.edu.au/>.

3-2. 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

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

View School Profile

5.4. 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

Our staff is a highly trained, committed staff. Emphasis is placed on continuing professional development for staff both teachers and teacher aides. All staff employed at the school have a role to play in the education of our students. New skills, knowledge and ideas are paramount when desiring to increase educational outcomes. We also employ a bi-lingual worker to work alongside our EALD staff with our refugee students. We also employed a permanent and a part time indigenous teacher aide to work with our indigenous students across the school.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	17	22	<5
Full-time equivalents	14	12	<5

*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	3
Graduate Diploma etc.*	2
Bachelor degree	11
Diploma	1
Certificate	0

*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 2018 were \$17,889.30

The major professional development initiatives were on our school's sharp and narrow teaching focus and are as follows:

- Embedding Multit Lit suite of reading resources by inservicing and upskilling staff in differentiated reading and comprehension skills
- Upskilling staff and support staff in Words Their Way (whole school differentiated spelling program)

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.	95%	93%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	88%	89%	86%
Attendance rate for Indigenous** students at this school	85%	87%	76%

* 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

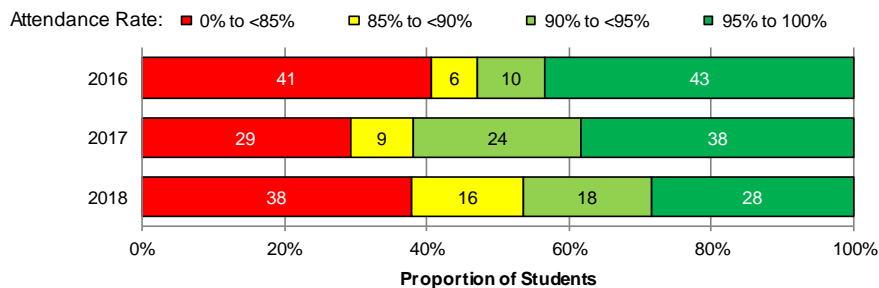
Year level	2016	2017	2018
Prep	90%	89%	88%
Year 1	86%	89%	81%
Year 2	82%	87%	88%
Year 3	86%	87%	85%
Year 4	90%	87%	85%
Year 5	89%	92%	87%
Year 6	90%	92%	84%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Non-attendance is managed in state schools in line with the 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.

Attendance rolls are marked daily at 8:30am and 1:15pm. Any student not in class at that time must report to the office and get a Late Slip. The late slip is logged on ID Attend and automatically placed in the class roll as Late for Class and the time is recorded. The late arrival is recorded as a non-penalty absence. The parents are contacted if students have a continued history of late arrivals. At 9:15 am daily staff use the ID Attend system to automatically send Absence Texts to those families who are away. Parents are able to respond with a text with absence reason. Text responses are recorded in One School as a contact for the student. Where the absences are consecutive or form a constant pattern the Failure to Attend departmental letters are sent to families. The school also has a dedicated absence answering machine service for parents to call and verbally record an absence. Students with 90% or better attendance are rewarded at the end of term with a school reward i.e. Carnival Ride session, cinema trip or Free Dress and games. Students, with 100% attendance, are acknowledged on the final Parade at the end of each term.

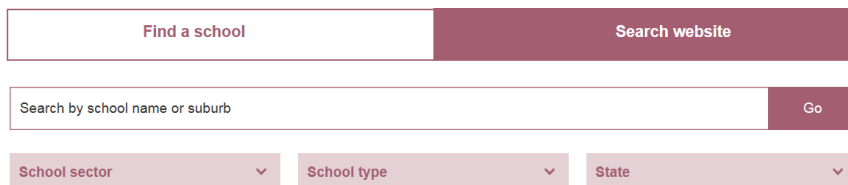
Staff are encouraged to contact parents of non-attenders on the second day of absence. Excuses are often no lunch, no shoes, funeral/Sorry Business etc. Our school has a strong social justice program and students are always be provided with sufficient lunch if one is not available from home. One School Attendance data is communicated, to parents, in every newsletter. The class with the highest term attendance at the end of each week sits on chairs and not the carpeted area for weekly parades.

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.



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



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



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.