



Harlaxton State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

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Department of Education



## Contact Information

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## School Overview

Harlaxton is an inner city school on the northern side of Toowoomba, a regional business centre of the Darling Downs approximately 140 km from Brisbane. The core values of our school are Respect, Relationships and Resilience. These underpin all aspects of school life and are in our Positive Behaviour for Learning Program (PBL). The P & C Association plays a proactive role in the life of the school. Harlaxton State School proudly boasts an indigenous student enrolment of approximately 50%. In 2017 we have welcomed six Kurdish families from Syria and Iraq to our school. We celebrate the diversity of our entire student population. Our school vision is 'The Whole Child - Making Connections, Creating Opportunities' and it's on school logo and is seen around the school. The Child's colours are symbolic- yellow is for academic, blue is for social-emotional, red is for physical, green is for cultural and pink is for community. The Whole Child: Making Connections- Creating Opportunities' was conceptualized with the community during the school community's participation in the IDEAS program with Dr. Frank Crowther (USQ). The school is committed to positive relationships throughout the whole school. As a school we strive create real life opportunities for our students.

These opportunities were enhanced in 2017 by the introduction of:

- Pre-Lit (Prep Year) was added to Mult-Lit, our highly successful, high intensity reading support program this year to further enhance our school-based reading data growth (yellow /academic). This program is delivered through the school via individual and small group sessions with trained staff overseen by the STLaN. This program has seen individual student reading levels climb and a marked school reading data improvement.
- 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 expectations for our school community. It provides a framework for our school and our community to collectively support the wellbeing of every student. Students respond positively when they are taught school expectations of them. Staff deliver consistent responses to student behavior and our students feel safe at school (2017 School Opinion Survey-95%). PBL has resulted in a decrease in unproductive and challenging behaviours, an enrolment increase (2016=109 to 2017= 130) with stability of enrolment (2016 -77% to 2018- 87%)
- Dance classes (red/physical) are held before school. These free classes are school funded and taught by a local dance instructor. Classes available are Hip Hop twice a week and Jazz once a week. Dance class has assisted in lifting our whole school attendance rate, decreasing late arrivals and offering an alternative to traditional sports for all children. The school also won iAIM School Physical Activity Initiative Grant of \$1000 for our dance program.
- School choir is led by our Music Teacher (green/cultural). The choir has sung with Josh Arnold (local songwriter) at several community events including the Toowoomba Regional Council's Harmony Day celebrations and the Walk Together Day. As part of our school's NAIDOC Day celebrations we hosted ATI dancers, the Indigenous Art Bus and members from our fourteen Indigenous mobs read and told stories in our the Yarning Circle.
- In 2017 our Community Participation Officer (pink/community) was successful in winning the Chaplaincy role here. She has continued to build our sense of community through Friday Cuppa Club with families and working with several local church groups to support our school with Shoe Drives and Rash shirt drives. This ensures our students are able to have the equipment necessary to fully participate in all areas of the curriculum.
- Our Indigenous Teacher aide, accepted the position of Community Participation Officer in 2017. She has continued to welcomed new students and families, helped parents to stay connected with students' learning and focused on student learning to increase each child's attendance. She has also kept effective communication between home and school and maintained quality home-school partnerships supporting student learning. CPO also planned and led our school's cultural celebrations – Harmony Day and NAIDOC Day. As in previous years, our school welcomed Kullia (Indigenous Kindergarten) to our NAIDOC celebrations.
- The Kath Dickson Family Day Care Playgroup and Toy Library to continue to share our site and have added a refugee playgroup for our Kurdish families to their list.

Our school programs are based on our vision of educating the Whole Child by giving all students an opportunity for a rounded education. Our core program is focused 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.

## Principal's Foreword

### Introduction

At Harlaxton State School our sharp and narrow focus is the teaching of reading, comprehension and spelling. Harlaxton School Staff worked tirelessly to progress these goals of 2017 with very pleasing results. All goals were either met or continue to be developed.

#### School Progress towards its goals in 2017

2017 NAPLAN Harlaxton worked on closing the gap between our indigenous and non-indigenous students. Our indigenous students achieved higher results in NAPLAN Year 3 Writing and Spelling than our non-indigenous students.



In Year 3 and Year 5 Harlaxton exceeded the nation's NAPLAN average gain in 4 of 5 domains (Reading, Writing, Spelling and Numeracy). The National average gain was 78. Harlaxton's gain was 89.

### National NAPLAN Growth Year 3 - 5

	National Gain 2015-2017	Harlaxton's Average Gain
<b>Reading</b>	80	<b>108</b>
<b>Writing</b>	56	<b>70</b>
<b>Spelling</b>	92	<b>104</b>
<b>G &amp; P</b>	66	<b>61</b>
<b>Numeracy</b>	96	<b>102</b>
<b>Aggregate gain</b>	390	<b>445</b>
<b>Average gain</b>	78	<b>89</b>

### Future outlook

At Harlaxton State School our sharp and narrow focus is the teaching of reading, comprehension and spelling and this will continue in 2018 when we:

- continue to further develop our whole school reading program, *The Whole Child Way of Reading*, to deliver quality outcomes within a balanced reading program.
- embed a culture of high expectations in reading 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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### Future Outlook

Our School's Improvement Agenda priority is the teaching of reading comprehension and spelling and this will continue to be our ongoing priority over the next two years. 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 2017 we will implement broad Mult-Lit to include Pre-Lit in Prep to increase our students' success rate in Year 1. 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 taking take place. In 2017 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 both indigenous and non-indigenous.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	116	60	56	52	80%
<b>2016</b>	109	50	59	54	77%
<b>2017</b>	130	64	66	72	87%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

### Characteristics of the Student Body

#### Overview

Our school was founded in 1901 and is situated in an older, inner northern suburb of Toowoomba and is undergoing regeneration with the construction of the nearby Second Toowoomba Range Crossing as well as two new housing developments in our catchment area. Our indigenous students make up 50% of our enrolment. In 2017 some refugee families from Syria and Iraq have enrolled. Our school has ICSEA (Index of Community Socio-Educational Advantage) value is 785 and 81% of our students in the lowest quartile.

The majority of our students come from English speaking homes. Our refugee families speak Arabic and/or Kurmanji. The Kath Dickson Family Day Care Playgroups and Toy Library are still on our site. In 2017 our school continued a high public identity with appearances on local television for our Hip Hop Dance group, continuing with the Essilor Foundation free glasses program, Harmony Day and NAIDOC celebrations and STEM initiatives with Robotics and 3D printing.

Our school has significant community partnerships with Toowoomba North Church of Christ, New Hope Church, Toowoomba's Men's Shed, Harlaxton RSL sub-branch, Toowoomba North Rotary, Downlands College (Social Action Group and Work Experience students), TRAMS, QPASST and MDA.

#### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	19	21
Year 4 – Year 6	26	23	24
Year 7 – Year 10			
Year 11 – Year 12			

## 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) taught by the Principal
- \* Choir and extension activities (Eistedford performance and community events performances)
- \* Australian Sporting Schools funded HPE enhancement with Lawn Bowls, Rugby Union and Soccer
- \* 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 and Funk Jazz dance classes before school three days a week
- Reciprocal dance class visits with Downslands 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 Chaplaincy Mentors
- Breakfast Club, run by Downslands College Social Action Group, three mornings a week
- Shine 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 & 4)
- Work with PCYC *Restart Program (off campus)*. Students requiring a re-entry from suspension or alternative to conventional suspension.
- Robotics Workshops with Dr Goh (USQ School of Engineering) hosting Rockville and Toowoomba North State Schools on campus
- Attendance Reward Days at the end of each term- Slushies/Free Dress and Carnival Day
- Multi-cultural Day (Walk Together Council Initiative) with EALD staff and visiting migrant students
- Harmony Day 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 two successful days held in our hall using Lego Mindstorm Robots (courtesy of the university). The school purchased Lego Mindstorm Robots in 2017 as well as a 3D Printer. The P&C President came on Wednesday to work with students on these items. Wilsonton High also was part of the STEM Program and worked on Scratch with Year 6 students.

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 are used in English lesson rotations in classrooms. All classrooms have interactive whiteboards. All classes have access to photocopiers and printers, scanners, digital still 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 listened to and take responsibility for their behavior choices. Students displaying positive behaviours are 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 Chaplaincy service began here in 2014. In 2017 the Chaplain retired. She has been replaced by the 2016 Community Participation Officer. 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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	80%	100%
this is a good school (S2035)	100%	100%	89%
their child likes being at this school* (S2001)	75%	67%	100%
their child feels safe at this school* (S2002)	75%	67%	100%
their child's learning needs are being met at this school* (S2003)	75%	80%	100%
their child is making good progress at this school* (S2004)	100%	80%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	67%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	89%
teachers at this school treat students fairly* (S2008)	50%	80%	67%
they can talk to their child's teachers about their concerns* (S2009)	75%	100%	100%
this school works with them to support their child's learning* (S2010)	50%	80%	100%
this school takes parents' opinions seriously* (S2011)	50%	100%	89%
student behaviour is well managed at this school* (S2012)	50%	67%	89%
this school looks for ways to improve* (S2013)	75%	100%	100%
this school is well maintained* (S2014)	50%	80%	89%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	92%	100%	100%
they like being at their school* (S2036)	97%	87%	100%
they feel safe at their school* (S2037)	100%	96%	95%
their teachers motivate them to learn* (S2038)	100%	91%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	100%
teachers treat students fairly at their school* (S2041)	97%	96%	100%
they can talk to their teachers about their concerns* (S2042)	95%	83%	95%
their school takes students' opinions seriously* (S2043)	92%	96%	95%
student behaviour is well managed at their school* (S2044)	97%	96%	95%
their school looks for ways to improve* (S2045)	97%	100%	100%
their school is well maintained* (S2046)	100%	96%	100%
their school gives them opportunities to do interesting things* (S2047)	95%	96%	95%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	93%	100%
they receive useful feedback about their work at their school (S2071)	93%	80%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	93%	80%	100%
staff are well supported at their school (S2075)	93%	87%	94%
their school takes staff opinions seriously (S2076)	100%	93%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	93%	93%	100%
their school gives them opportunities to do interesting things (S2079)	100%	93%	94%

\* 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 also 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.

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 tirelessly 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 programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

We do this through our Positive Behaviour for Learning school with our school rules based around our values of Respect, Resilience and Relationships to grow respectful relationships with others. The fortnightly focus is distilled from data discussions with the PBL Committee based on One School Behaviour data for the previous fortnight. This data identifies poor behaviour and moves to address it through weekly parade presentations and daily classroom follow ups using Parade You Tube clips and school made clips. These focus on positive behaviours and ways to access assistance. Part of the PBL discussions teachers have with their 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 2017 the school used The Madeline Foundation to deliver online safety training to the 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	19	11	16
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	116,105	3,388
2015-2016	113,248	1,011
2016-2017	108,829	243

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

## School Funding

### School income broken down by funding source

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

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

## Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

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.

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	15	18	<5
Full-time Equivalents	13	9	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	3
Bachelor degree	6
Diploma	4
Certificate	0

## TEACHER\* QUALIFICATIONS

Highest level of qualification	Number of classroom teachers and school leaders at the school
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\*Teaching staff includes School Leaders

\*\*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 \$11,521

The major professional development initiatives are as follows:

The major professional development initiatives were:

- Positive Behaviour for Learning
- *Reading Eggs* Implementation
- Phonics- *Magic 100 Words*
- Literacy Workshops – Guided Reading & Intervention Strategies (Literacy Solutions Team)
- Lyn Sharratt- *Putting Faces on the Data*
- Working with Refugees- TRAMS & QPASST

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	93%

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

From the end of the previous school year, 92% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	85%	87%

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.



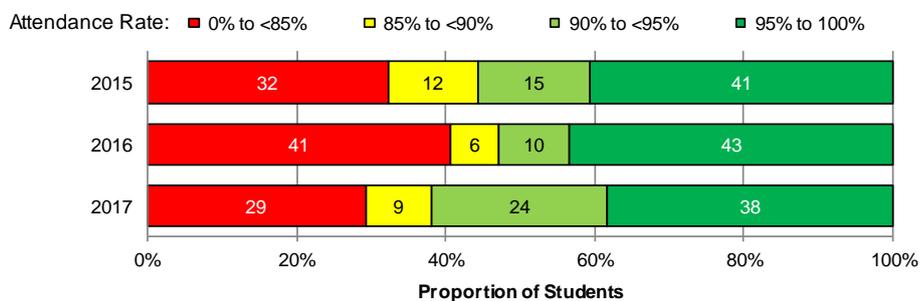
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	87%	90%	91%	92%	86%	88%						
2016	90%	86%	82%	86%	90%	89%	90%	100%					
2017	89%	89%	87%	87%	87%	92%	92%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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. When this late slip is logged, on ID Attend, it is 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 however 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 is then recorded in One School as a contact for that 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 ie Carnival Ride session, cinema trip or Free Dress and games. Students who have 100% attendance are acknowledged on the final Parade at the end of each term.

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

## NAPLAN

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/>.

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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.

## Conclusion

**Harlaxton State School prides itself on living the motto: Making Connections, Creating Opportunities for our students. Just because a child comes from a low socio-economic background does not mean that they cannot academically achieve.**