



Coolum State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

## Contact Information

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## School Overview

Coolool State School's vision is 'Working in partnership with our community to provide quality educational outcomes for our students'. It has an enrolment of 1,028 students and a very positive school climate with a caring staff with a supportive feel to it. The local community has confidence in their school. Staff members are a remarkable group of professionals - approachable, caring and happy in their working environment - who strive to make the children's education productive and fun. Our students have access to excellence in teaching and learning, a rich cultural life, an extensive sport and health program, quality resources and modern facilities. It could best be described as having a vibrant and positive school spirit characterised by a sense of belonging and a strong sense of ownership. We value the past; our students enjoy learning in the present as we prepare them for the future. Coolool State School is a great place to be!

## Principal's Foreword

### Introduction

The School Annual Report contains information relating to the following aspects: - school profile, student population, class size, school disciplinary absences, extra-curricular activities, school climate, parent involvement, staff profile, student academic performance, student attendance and NAPLAN results.

### School Progress towards its goals in 2017

## School Improvement Priorities 2017

### Improvement priority: Writing (Audience and Generating Ideas)

Strategy: Explicit Teaching for teachers and students			
Actions: Master Teacher	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Improved teaching and learning via planned in-class modelled teaching using a <i>Gradual Release Model</i>: <b>Completed</b></li> </ul>	100% of classroom use	Yr 3 & 5 – Sem 1 (up to NAPLAN) Yr 6 – post NAPLAN Yr 2 & 4 – Sem 2	Steve Burnett
<ul style="list-style-type: none"> <li>Modelling of explicit teaching practices and student feedback embedded in the consistent use of gradual release model in writing: <b>Completed</b></li> </ul>	As above	As above	As above
<ul style="list-style-type: none"> <li>Identifying staff development requirements as part Professional Framework and catering through timetables to provide more support where required: <b>Completed</b></li> </ul>	Uptake in PFD plans	Term 1	Pat / Steve B.

### Strategy : Explicit Teaching for teachers and students

Actions: Instructional Leader P-1	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Improved teaching and learning via consistent use of gradual release model in writing: <b>On-going</b></li> </ul>		Yr 1 – Sem 1 Prep – Sem 2	Debbie Bryan

### Strategy: Explicit teaching of students

Actions: Student Support	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Working in the U2B to consolidate learning: <b>Completed</b></li> </ul>	NAPLAN U2B Yr 5 25%	Yr 3 & 5 – Sem 1 (up to NAPLAN)	Rhonda McLiver
<ul style="list-style-type: none"> <li>Explicit focus on vocabulary and synonymous matching: <b>Completed</b></li> </ul>		Yr 4 & 6 – Sem 2	Patsy Schmitt

### Improvement priority: Spelling

#### Strategy : Staff Professional Development

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Whole school PD in the implementation of the CSS Spelling program: <b>On-going</b></li> </ul>	100% class implementation	Term 1, 2017	Karen Hatchman
<ul style="list-style-type: none"> <li>Professional development plan to upskill teachers rolled out across 2017/8: <b>On-going</b></li> </ul>	NAPLAN Yr 5 spelling MSS 500	Ongoing	Karen Hatchman
<ul style="list-style-type: none"> <li>Spelling Team upskilled to embed explicit teaching practices in all year levels: <b>On-going</b></li> </ul>		Ongoing	Karen Hatchman

#### Strategy: Staff and student understanding of the test's digital parameters and applications

Actions:	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Explicit teaching around digital literacies for NAPLAN online to access spelling tasks: <b>Completed</b></li> </ul>	100% uptake in class	ongoing	Ailie-Marie Single

**Strategy: Professional development and feedback on embedding spelling into writing tasks**

Actions	Targets	Timelines	Responsible Officer/s
Instructional Leaders to implement spelling as integral to the writing process. Demonstrating to teachers the expectations of spelling embedded into daily practices: <b>On-going</b>	100% uptake in class	ongoing	Steve Burnett Debbie Bryan

*Improvement priority: Digital technologies embedded*

**Strategy**

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Embed digital literacies within curriculum delivery: <b>Completed</b></li> </ul>	100% up take in classrooms	Yr 3 & 5 – Sem 1 (up to NAPLAN) Yr 6 – post NAPLAN Yr 2 & 4 – Sem 2	Ailie-Marie Single
<ul style="list-style-type: none"> <li>Alignment of ACARA indicators (digital and design technology) <b>On-going</b></li> </ul>	As above	On-going	Karen Hatchman

**Strategy**

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Embed STEM pedagogical practices across the Year 4 cohort in collaboration with class teachers: <b>On-going</b></li> </ul>	All Y4	Term 1-4, 2017	Ailie-Marie Single

**Strategy**

Actions	Targets	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Professional learning opportunities provided for staff in coding: <b>At initial stages</b></li> </ul>	100% of staff	Term 1-4, 2017	Cathy Taylor
<ul style="list-style-type: none"> <li>Integrate CodeStudio into digital technology curriculum planning: <b>On-going</b></li> </ul>			Ailie-Marie Single
<ul style="list-style-type: none"> <li>Use applications to create a digital game: <b>Completed</b></li> </ul>			Ailie-Marie Single



### School Improvement Priorities 2018

*Improvement priority: Writing (using warm-ups to engage students)*

Strategy: Explicit Teaching: teachers and students			
<b>Actions: Master Teacher</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Enact school wide approach of using warm-up routines to engage students in writing  (ASoT DQ 5 & 6)	100% of classroom use	Yr 3 & 5 – Sem 1  Yr 6 – post NAPLAN  Yr 2 & 4 – Sem 2	Steve Burnett  <i>Master Teacher</i>
Model evidence-based, high yield strategies in writing and embed student feedback within the structure of the gradual release model	As above	As above	
Identify staff development requirements as part of the Professional Framework and provide support where required	Uptake in APDF plans	Term 1 - 4	Pat Cavanagh <i>Principal</i>  Steve Burnett <i>Master Teacher</i>
Strategy : Explicit Teaching: teachers and students			
<b>Actions: Instructional Leader P-1</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Improved teacher capability and student learning via use of targeted warm-up strategy in the teaching of writing	100% of classroom use	Term 1-4	Megan Tucker  <i>Instructional Leader</i>
Introduce explicit learning goals for writing as a focus for student feedback (ASoT DQ 1)			

Strategy: Explicit teaching of students			
<b>Actions: Student Support</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Analysing learning based data to identify students to participate in rigorous programs to lift the achievement of students into U2B	NAPLAN U2B Yr 5 25%	Yr 3 & 5 – Sem 1 (up to NAPLAN)	<i>Instructional Leader – Extension &amp; Enrichment</i>
Identify and engage students in a range of learning opportunities for high performing students		Yr 4 & 6 – Sem 2	
<b>Improvement Priority: Engaging students in learning: ASoT – DQ5</b>			
Strategy: Engaging students in learning: ASoT – DQ5			
<b>Actions: All staff</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Provide professional learning opportunities for teachers to identify and implement key actions/strategies to support student engagement	100% of staff	Opportunities provided each term	<i>Deputy Principal Karen Hatchman</i>
Enact ASoT action steps identified in DQ5 with increasing automaticity to engage students		By end of 2018	<i>All staff</i>
Teachers engage in observation/feedback cycle		Each Term	

Strategy : Staff Professional Development			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Transition to the embedding phase of the Coolum State School Spelling program with core areas being enacted consistently in every classroom	100% class implementation  <b>NAPLAN</b> Yr 5 spelling MSS	Term 1, 2017	<i>Karen Hatchman Deputy Principal</i>
Utilize ASoT strategies (DQ5 & 6) as a focus for instructional leadership to build teacher capacity		Ongoing	
Provide opportunities for Spelling Team to lead and model teaching and learning in Spelling		Ongoing	

## Improvement priority: Spelling

**Strategy: Professional development and feedback on embedding spelling into writing tasks**

<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Instructional Leaders to implement spelling as integral to the writing process.	100% uptake in class	Ongoing	Steve Burnett Megan Tucker Megan Tucker Instructional Leader

## Improvement priority: Number (warm-ups)

**Strategy: Explicit teaching & learning: Number**

<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Re-visit and prioritise the school's approach to teaching numeracy lesson components, warm-ups and explicit teaching	100% uptake in class	Ongoing	Karen Hatchman Deputy Principal
Provide numeracy feedback to students using class learning goals based on NCR Diagnostic Data		Term 1-4	



# 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>	1021	469	552	41	96%
<b>2016</b>	1020	478	542	32	94%
<b>2017</b>	1027	479	548	39	95%

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

Coolum State School caters for 1028 students ranging from Prep to Year 6. The school community is committed to generating a culture of learning as well as a place where students, parents and staff can approach each other with dignity and respect. We encourage everyone to participate fully in the life of our school with excitement and vitality so that this is a place where children want to be, where talented staff want to work and where parents/carers will be interested partners in the process.

### 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	23	24	23
Year 4 – Year 6	27	27	27
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Coolum State School prides itself on being able to offer a wide range of educational opportunities to our students. The various talents of teaching staff play an instrumental role in offering our students a diverse educational experience. Our school curriculum is enhanced by the following: School Sport, Smart Moves, EdStudios hosted on the Learning Place, Harmony Day celebrations, Surfing, Performing Arts, NAIDOC week and alternate Activities for Year 6 in Term 4.

### Extra curricula activities

Vocal group, Senior and Junior Choirs, Rock Bands, Speech and Drama Eisteddfod, Instrumental Music, Strings, LOTE (Japanese), Japanese Speaking competition, Voices on the Coast, Cheerleading, Science Expo, Verse Speaking, Student Leadership (student councillor, school captains, sport captains), TOM, Noosa District Sunshine Coast representatives., Garden Club, STEAM Club, Chess Club.

## How Information and Communication Technologies are used to improve learning

Coolum State School embraces the Smart Classroom vision by actively embedding Student ICT Expectations from ACARA (Australian Curriculum and Reporting Authority) in planning, teaching and learning sequences. Teachers continue to improve their personal knowledge, skills, values and relationships in order to transform teaching and learning.

Information and Communication Technologies are embedded, through effective planning, in every unit of work, in every year level. Teachers have access to appropriate hardware, software and other ICT resources so that authentic use of ICTs is ubiquitous in classroom curriculum delivery. During 2017 we had an e-learning trial with our Year 6 students. This proved very effective and we have purchased a third set of LAPTOPS for 2018. We are currently investigating the ICT Skills and how they relate to STEM.

## Social Climate

### Overview

#### School Review 2018 – Key Findings as listed in the Executive Summary

- The positive and nurturing culture is reflected in all aspects of school life.
- The leadership team views the development of staff members into an expert teaching team as central to improving outcomes for all students.
- The leadership team is facilitating the development of a culture of collegiality and professional collaboration amongst staff members.
- The leadership team, teachers and support staff members are committed to the success of all students.
- Teaching staff demonstrate a commitment to the learning of all students.
- There is a vibrant Parents and Citizens' Association (P&C) in the school.
- School staff members willingly provide a broad range of co-curricular learning experiences for students that assist them to develop skills in areas of enthusiasm and interest.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	95%	100%
this is a good school (S2035)	95%	97%	99%
their child likes being at this school* (S2001)	97%	95%	99%
their child feels safe at this school* (S2002)	95%	98%	98%
their child's learning needs are being met at this school* (S2003)	93%	93%	97%
their child is making good progress at this school* (S2004)	94%	93%	99%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	85%	92%
teachers at this school motivate their child to learn* (S2007)	93%	93%	100%
teachers at this school treat students fairly* (S2008)	90%	92%	95%
they can talk to their child's teachers about their concerns* (S2009)	99%	93%	98%
this school works with them to support their child's learning* (S2010)	94%	93%	97%
this school takes parents' opinions seriously* (S2011)	94%	91%	93%
student behaviour is well managed at this school* (S2012)	88%	91%	92%
this school looks for ways to improve* (S2013)	93%	95%	95%
this school is well maintained* (S2014)	98%	97%	98%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	100%	95%
they like being at their school* (S2036)	98%	99%	92%
they feel safe at their school* (S2037)	99%	100%	93%
their teachers motivate them to learn* (S2038)	99%	100%	97%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	100%	94%
teachers treat students fairly at their school* (S2041)	96%	100%	91%
they can talk to their teachers about their concerns* (S2042)	95%	99%	87%
their school takes students' opinions seriously* (S2043)	96%	99%	93%
student behaviour is well managed at their school* (S2044)	96%	97%	83%
their school looks for ways to improve* (S2045)	99%	99%	99%
their school is well maintained* (S2046)	100%	100%	98%
their school gives them opportunities to do interesting things* (S2047)	96%	100%	98%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	99%	99%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	96%	98%	99%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	90%	98%
students are encouraged to do their best at their school (S2072)	100%	99%	100%
students are treated fairly at their school (S2073)	100%	98%	100%
student behaviour is well managed at their school (S2074)	100%	99%	99%
staff are well supported at their school (S2075)	97%	96%	98%
their school takes staff opinions seriously (S2076)	99%	95%	96%
their school looks for ways to improve (S2077)	99%	98%	98%
their school is well maintained (S2078)	100%	98%	99%
their school gives them opportunities to do interesting things (S2079)	99%	96%	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.

## Parent and community engagement

Parents are welcome to come and celebrate their child's learning journey through a variety of avenues.

Parents can become classroom helpers, assist in the home reading programs, help in the resource centre as volunteers, some attend at camps or help on excursions. Parents attend parent information sessions, parent interviews, sports days and volunteer at tuckshop. Parents are also involved through parade performances and the Coolum Carnival. All parents have the opportunity to participate as part of the P&C Association. Parents are involved in the ICP process through interviews and program planning.

They are also involved in school banking, Parent involvement has changed over recent years with many parents returning to the work force. School community events are well supported. We see the school as an extension of the local community and we endeavour to be a school focused on the needs of our local community.



## Respectful relationships programs

Coolum State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

## 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	7	6	10
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 school's annual utilities return and is reliant on the accuracy of these returns.

Water use in the school was affected by a number of factors:

Continued hire of the school facilities by community groups, local clubs and businesses together with the increased use of our Multi-purpose Hall adds to the existing school demands on utilities. Despite this, we value the continued community use of school facilities.

Water saving practices continue with the use of leaf blowers by cleaners to minimise hosing and the upgrade of waterless urinals in the male staff toilet.

Electricity usage is offset by two banks of solar (10kW over 2 systems). Generation from this is monitored on the Solar Schools website.

Use of electricity has occurred due to the use of ICT's in the curriculum program. Electronic resources supporting the C2C program are used extensively by teachers to enhance the curriculum program. Use of the Multipurpose Hall (by both school and community use) has maintained increased power use in the school. There is a measurable increase in the power use in the hall (as indicated on weekend days when the hall is hired). Practices to minimise this includes only using necessary lighting when using the hall for school activities.

Given the enrolment and use of school facilities outside school hours, reducing the amount of kW from the previous year in electrical usage is pleasing given the greater demands.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	262,227	
2015-2016	262,081	
2016-2017	255,780	

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

## School Funding

### School income broken down by funding source

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

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

## Find a school

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Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	73	43	<5
Full-time Equivalent	64	25	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	4
Bachelor degree	63
Diploma	2
Certificate	

\*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 \$41000.

The major professional development initiatives are as follows:

- ASOT
- NAPLAN
- ICT
- STEM
- Curriculum Development
- Mandatory Training Modules
- Fire Safety
- Asbestos Training
- School improvement agenda
- Literacy and Numeracy Inservice
- Master Teacher - Mentoring
- ACARA achievement standards
- OneSchool Assessment and Reporting
- Using Diagnostic Data
- First Aid & CPR training
- Leadership Development
- Principal Leadership Days
- School Review

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.	97%	97%	97%

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

From the end of the previous school year, 98% of staff was retained by the school for the entire 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).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	89%	92%

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

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

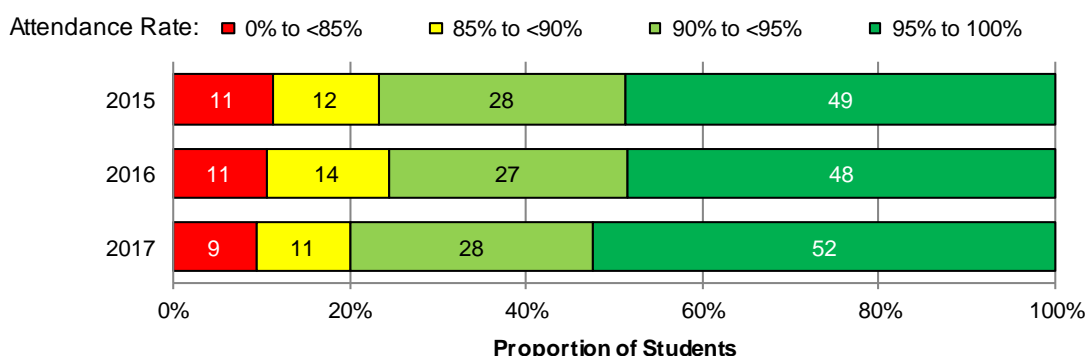
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	93%	93%	93%	91%	93%	93%						
2016	94%	94%	93%	93%	93%	92%	93%						
2017	95%	94%	94%	94%	93%	93%	92%						

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

Coolool State School has developed an Absenteeism Procedure which outlines that rolls be marked at 8.35 am and 1.20pm daily. Roll marking is monitored daily by the Deputy Principal. Students arriving late are required to come to the office to collect a 'Late Slip' and students departing early are required to report to the office to collect an 'Early Departure Slip.' These are recorded on OneSchool.

Teachers are required to report any patterns of late arrival and early departure to the Student Welfare Deputy Principal. After two days of unexplained absence, parents are contacted and asked to explain the reason for absence.

Parents are regularly reminded in our school newsletter to report absences and the importance of attendance in terms of educational outcomes. We have developed a recognition certificate for students attending 95% and above for the Semester. We regularly advertise on our School's Electronic Noticeboard that "Every Day Counts". Our DP's are tracking attendance rates against Student Performance. Teachers are required to complete interviews with parents of students who receive D or E on their reports.

We have now included a link on our school webpage for parents to report absences directly and this is now being used widely. We now text parents on a daily basis who have not provided us with an explanation of their child's absence.

## 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/>.

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

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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

The positive culture of the school is reflected in all aspects of school life. The school is driven by a deep belief that every student is capable of successful learning. There are high expectations for student learning, behavior and wellbeing.

Positive and respectful relationships are established between staff members, students and parents. There is a strong sense of partnership between staff members and parents in maintaining the school as a safe, supportive and disciplined environment. The school is well known and respected in the community for its high standards.