



White Rock State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

White Rock State School was established in 1988 to cater for the rapidly-expanding population in the southern corridor of Cairns. The school provides children of compulsory school age access to state educational opportunities from Preparatory (Prep) Year to Year Six. White Rock State School services the urban residential areas of Mt Sheridan and White Rock. The current enrolment is around 526 with enrolment numbers gradually increasing by approximately 3% annually.

White Rock State School's grounds are large and attractive with open grassed areas and shady trees around the built environment. The school has a senior and junior playground and a large oval adjacent to the main school area. All teaching blocks are air-conditioned and are equipped with latest digital interactive boards.

The student population reflects the social and cultural diversity of the community. Around 43% of our enrolment is of Aboriginal and/or Torres Strait Islander descent. We also have students from a variety of national backgrounds including Chinese, Cook Islander, Czech, Egyptian, Hmong, Indonesian, Italian, Japanese, Maori, Papua New Guinean, Russian, Samoan and Thai.

Approximately 18% of our students are from homes that speak a language other than English. There is a wide range of student abilities and needs that the staff and the school community support. Approximately 30% of students are receiving some form of intervention or assistance with their learning. These characteristics of the student population are vital keys in the development of programs and services at our school.

Future outlook

Moving forward in 2019 a collaborative process between staff, community and our students has ensured a clear direction for improvement. There are three fundamental imperatives that support how we work together to maximise all outcomes for staff, students and our community. These imperatives are:

1. **High Yield Teaching & Learning Practices**
2. **An Inclusive and Supportive Environment for Children to Thrive**
3. **Capability Development, Accountability and Partnerships**

Each **Imperative** has **key drivers** that determine the work that enables our team in partnership with community to achieve success.

There is a sharp and narrow focus on academic achievement that forms our Explicit Improvement Agenda (EIA) for 2019. Our EIA is:

Priority 1: Developing Autonomous Writers & Rigorous Readers

- *Improving English outcomes through quality teaching & learning of the Australian Curriculum.*

Priority 2: Creating Mathematical Thinkers for the 21st Century

- *Lifting Mathematics outcomes.*

Priority 3: (Targeted Year level Pilot) Enabling Critical, Collaborative & Creative Learners

- *Promoting higher order thinking (Teaching of the Cognitive Verbs and Skills)*

There is a clear line of sight between our staff capability development and these three priorities to ensure our team has the technical knowledge to support our young people on this journey.

There are also key initiatives in place to ensure increased attendance and engagement for learners with complex backgrounds. This includes Every Day Counts attendance incentives and a 'Pop-Up Classroom' that delivers highly differentiated learning for high needs students which is aligned to our #whatever_it_takes agenda.

To ensure we are on track key targets have been set to measure our impact. These include Qualitative Data evidence of:

- **85% of learners are achieving above C in the *Priority Learning Areas of English & Maths***
- **100% of learners above NMS in NAPLAN across all *strands***
- **50% of Year 3 learners in the U2B in NAPLAN across priority *strands***
- **30% of Year 5 learners in the U2B in NAPLAN across priority *strands***

(Tailored response to intervention plan in place for every learner not reaching performance targets)

We look forward to reviewing this work as part of a comprehensive inquiry cycle as we progress into the future.

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	522	526	514
Girls	252	258	258
Boys	270	268	256
Indigenous	234	228	227
Enrolment continuity (Feb. – Nov.)	90%	94%	92%

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

Students at White Rock State School are drawn from the suburbs of White Rock, Mt Sheridan and forest Gardens. Due to increasing enrolments the school now has an Enrolment Management Plan in place and a defined catchment area. The students are mostly enrolled in single class cohorts with approximately an even number of boys and girls in each. Enrolment numbers dictated composite classes in two year levels was necessary. 42% of our students are from indigenous backgrounds. Most of these identify as having some form of Aboriginal English or Torres Strait Creole as a home language. The small percentage of students with Special Needs (approx. 6%) are fully integrated into mainstream classes and supported by the school's Special Education staff. Enrolment at the school has gradually increased over the past few years. Currently 59% of our students are enrolled in Prep – year 3. Approximately 76% of our students exiting the school on the completion of their primary years continue their education at Bentley Park College and Woree State High School. The remainder enrolled in public and private schools in the Cairns area.

7

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	24
Year 4 – Year 6	27	27	25
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

- White Rock State School has highly structured reading programs for P-3 and 4-6. These programs focus on the explicit teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Explicit Instruction is the key pedagogy used to teach vocabulary, grammar and punctuation to enhance student writing.
- Numeracy teaching is based around a structured mathematics program with emphasis placed on the development of mental computation skills, number sense and place value. Core mathematical skills and concepts are taught using Explicit Instruction.
- Many curriculum areas feature "Warm Ups". These fast-paced consolidation episodes occur at the commencement of a teaching block or before individual explicit lessons. They are structured in such a way as to move student knowledge from short term to long term memory and to develop automaticity in the recall of concepts and facts.
- The school has a collaborative approach to the planning of curriculum. Teachers in the same year level design and plan units of work and assessment tasks collaboratively to ensure consistency of concepts and content covered, and to better facilitate moderation of student work against agreed standards of the Australian Curriculum.

Co-curricular activities

- The school's classroom music program is complemented by the Instrumental Music program (woodwind and strings) for students in years 4-6. Additional allocation to the Instrumental Music programme has seen this excel in our school over the last 12 months.
- The school choir performs at various school events.
- Supporting the significant indigenous population at the school, a cultural dance program is offered once per week after school for both Aboriginal & Torres Strait Islander students. Any student at the school is welcome to participate.
- Each year the gardening group, plant, tend and harvest a variety of vegetables and herbs which are sold to the school community each Thursday afternoon. The children learn to budget and plan for the next 'planting'.
- Years 5 & 6 participate in an annual School Camp program. The Year 6 cohort participate in a leadership camp at Tinaroo Environmental Education Centre. This camp is supported by a one day leadership program offered to all Year 6's at the commencement of the school year. Holloways Beach Environmental Centre hosts this day. The Year 5 students travel to Daradgee for their annual camp.
- Extension students in Year 5 participate in a Science & Sustainability program which has regional entry requirements.
- Each year students from Year 4-6 are selected to participate in the Opti-MINDS competition.
- Each year White Rock State School participates in the Cairns Post Spelling Bee.
- The school also has an effective Student Council consisting of ten year 5 & 6 councillors who assist with parade and other activities at the school. Their role is to set a good example for the other students in the school and support the year five and six teachers with student forums and meetings.

How information and communication technologies are used to assist learning

A strong emphasis is placed on the use of computers and related technologies to enhance learning. ICTs are integrated into various key learning areas across the school. All classrooms are fully networked and over 140 computers are located in classrooms and other locations throughout the school. The library houses a bank of 16 laptops available for student use. The Year 5 and 6 blocks each contain 10 laptops to support student learning. A computer laboratory, housing 28 networked computers is also available for student use both in class, at lunch times and is used for after school extension programs. 12 iPads are available for use by students in the Special Needs Unit. Students also have access to digital cameras and other peripherals.

All classrooms and the library are equipped with Interactive White Boards as a prime teaching and learning tool. The school hall and conference room both have audio-visual systems. ICT professional development has centred on enhancing staff skills in the use of this engaging technology.

Social climate

Overview

White Rock State School uses the Positive Behaviour for Learning framework to guide the development of the school's Responsible Behaviour plan and how behaviours are taught and acknowledged and consequences applied. All members of the school community work by our school rules – BE A LEARNER; BE SAFE; BE RESPECTFUL.

Throughout the year, on a daily basis, the staff explicitly teach the children school appropriate behaviours which are then positively re-enforced through formal and informal acknowledgment systems both within the classroom and school wide. The school uses a scheduled program of weekly behaviour lessons which focus on specific expectations that fall under the three overarching school rules. These teaching units ensure that students in all year levels have a deep understanding of the school's behaviour expectations. More importantly, the units are designed to support students in their social-emotional development and to equip them with conflict resolution skills and strategies for responding to bullying and harassment. A behaviour reflection focus is held in the middle week of each term to allow students to monitor their own behaviour and to develop strategies to assist with improvement if necessary.

There is a strong focus on acknowledging those students who consistently choose to behave appropriately. Student of the Week certificates are awarded to students each week to acknowledge good work or socially appropriate behaviours. "Rock Star" & "Kind"

certificates are given to those children who are caught doing the right thing in the playground. School opinion surveys indicate that the staff, parents and students feel children are fairly treated at the school.

Each Tuesday, Wednesday, and Thursday the school, in conjunction with Rock Impact Group Inc., provides a healthy breakfast for all members of the school community. These offerings are well supported by the children who enjoy scrambled eggs on toast, fresh fruit, a glass of milk and toast and spreads.

A strong partnership with Mission Australia support project Kind that enables girls to build their skills to support student wellbeing. Participation in this programme is supported by student referral data. The Connect programme is facilitated by the Volunteer School Chaplain that enables boys to work on their social skills and resilience.

A large range of clubs are embedded across the school before, during and after school. These include Scratch Club, STEM Club, Hoola-Hoop Club, Skipping Club, Chess Club, Dance Club and Reading Club. All of these initiatives and programmes are designed to support a strong social climate.

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)	89%	97%	97%
• this is a good school (S2035)	100%	97%	97%
• their child likes being at this school* (S2001)	95%	100%	97%
• their child feels safe at this school* (S2002)	95%	95%	90%
• their child's learning needs are being met at this school* (S2003)	89%	95%	97%
• their child is making good progress at this school* (S2004)	84%	93%	97%
• teachers at this school expect their child to do his or her best* (S2005)	95%	93%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	90%	93%
• teachers at this school motivate their child to learn* (S2007)	89%	90%	93%
• teachers at this school treat students fairly* (S2008)	89%	88%	93%
• they can talk to their child's teachers about their concerns* (S2009)	95%	95%	93%
• this school works with them to support their child's learning* (S2010)	89%	90%	90%
• this school takes parents' opinions seriously* (S2011)	89%	87%	89%
• student behaviour is well managed at this school* (S2012)	84%	90%	86%
• this school looks for ways to improve* (S2013)	95%	95%	100%
• this school is well maintained* (S2014)	95%	97%	97%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	99%	93%
• they like being at their school* (S2036)	89%	90%	86%
• they feel safe at their school* (S2037)	91%	94%	90%
• their teachers motivate them to learn* (S2038)	98%	97%	90%
• their teachers expect them to do their best* (S2039)	98%	98%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	95%	92%	89%
• teachers treat students fairly at their school* (S2041)	91%	94%	83%
• they can talk to their teachers about their concerns* (S2042)	88%	90%	83%
• their school takes students' opinions seriously* (S2043)	91%	93%	87%
• student behaviour is well managed at their school* (S2044)	83%	88%	71%
• their school looks for ways to improve* (S2045)	96%	98%	93%
• their school is well maintained* (S2046)	91%	98%	93%
• their school gives them opportunities to do interesting things* (S2047)	87%	91%	93%

* 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%	97%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	94%	88%
• they receive useful feedback about their work at their school (S2071)	91%	93%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	83%	86%
• students are encouraged to do their best at their school (S2072)	100%	100%	94%
• students are treated fairly at their school (S2073)	100%	100%	91%
• student behaviour is well managed at their school (S2074)	94%	100%	82%
• staff are well supported at their school (S2075)	94%	94%	88%
• their school takes staff opinions seriously (S2076)	87%	90%	88%
• their school looks for ways to improve (S2077)	97%	100%	97%
• their school is well maintained (S2078)	94%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	81%	74%	85%

* 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 at White Rock State School are encouraged to engage in their child's education through various strategies including:

- Semester Parent-Teacher interview sessions
- Open door classrooms - classrooms are open prior to the beginning of formal lessons and at the end of the school day to encourage parental interactions during student drop off and pick up
- Staff culture of contacting parents/carers to positively acknowledge or discuss concerns around academic, attendance, behaviour or social/emotional areas
- Open whole school parade scheduled at the end of the school day to allow parents to attend, here the topical messages affecting the school and share in the positive acknowledgement of student successes at the school
- Parental consultation and participation in developing student specific plans e.g. Individual Behaviour Management Plans, Individual Curriculum Plans, Educational Support Plans

Parents are encouraged to become involved in the wider school community through:

- Involvement in structured classroom activities

- Tuckshop volunteer
- Accompanying students on excursions and camps
- Art activities
- Involvement in NAIDOC activities
- Assisting with Student Council activities
- As a member of the P&C association
- Attending parent information forums – Prep Readiness Expo, How to listen to your child read, etc.
- Volunteering to assist with sports days and sporting teams
- Attending the school's "Coffee Club"
- Involvement in the school's Families as First Teachers program
- Volunteering or attending the school's annual Christmas Celebration

Respectful relationships education programs

The school has employed additional teachers to implement programs such as the 'Talk About' that develop students' knowledge and skills to be able to resolve conflicts and recognise, react and report when they, or others, are unsafe. The school also engages with various external agencies such as Life Education, Mission Australia and Relationship Australia to deliver programs that focus on appropriate, respectful and healthy relationships.

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	82	74	84
Long suspensions – 11 to 20 days	1	0	4
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

Units with an environmental focus have been built into the school's curriculum in all year levels from 4 to 7. These units focus on ways students can reduce their environmental footprint both at home and at school. The school also has energy saving measures in place e.g. restricting the use of air-conditioners, ensuring the lights and fans are turned off when not in use, rolling replacement of light fittings to energy saving LED lights.

Increases over the years below are indicative of increased staff and student population.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	206,370	257,380	216,965
Water (kL)	1,749	1,179	4,779

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

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

The screenshot shows a search interface with a dark red header bar. On the left, a white box contains the text 'Find a school'. On the right, a dark red box contains the text 'Search website'. Below this is a search input field with the placeholder text 'Search by school name or suburb' and a dark red 'Go' button. Underneath the input field are three dropdown menus labeled 'School sector', 'School type', and 'State', each with a downward arrow icon.

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

A rectangular button with a dark red border and the text 'View School Profile' centered inside.

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

A dark red horizontal navigation bar with white text. The items from left to right are: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a white underline.

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	41	24	5
Full-time equivalents	36	16	<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.*	5
Bachelor degree	33
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 \$147,319.

The major professional development initiatives are as follows:

Priorities	Capability Development Focus – Professional Development
Mandatory Training:	
<ul style="list-style-type: none"> • DoE Modules (Student Protection, CARA Risk, Mandatory Training Refresher) • Work Place Health & Safety Systems E.g. Fire drill, lock down, Asbestos management, First Aid etc. 	
Positive Behaviour For Learning:	
<ul style="list-style-type: none"> • Essential Skills for Classroom Management (ESCM) • Responsible Behaviour Plan / Behaviour Management Systems / Behaviour Reflection Matrix • Attendance Management & Incentives • Functional Behaviour Assessments 	
School Systems & Induction:	
<ul style="list-style-type: none"> • School Policies e.g. Pedagogical Framework, Assessment Policy, etc. • School Improvement Priorities (AIP) • Standards of Practice (SoP) • One School • Trauma 	
Leadership Capability:	
<ul style="list-style-type: none"> • Allan Parker - Leadership Capability (Experimental Laboratory Conversation ELC) • Quadrennial School Review Training for Principals • Flourish Dr Adam Fraser (QASSP) • John Fleming – Critical Friend 	
Middle Leadership:	
<ul style="list-style-type: none"> • Aspiring Leaders PD (Regional) • PEATL • QCAA – High Impact Writing Strategies for Years 2-6 	

Teaching & Learning Systems:
<ul style="list-style-type: none"> Literacy Continuum Australian Curriculum STEAM Bandscaling – Supporting IEALD Learners – PATAL Louise Brayshaw 1 May 3 Levels of Planning – Regionally Supported – PATAL – Karen 22 May QCARF State Schools Strategy
Beginning Teachers & Mentoring Training:
<ul style="list-style-type: none"> Mentors Training including Refreshers – Nicole Douglas (Regional Training) Beginning Teachers Workshops Early Years Workshops (2nd, 3rd year)
Priority 1: EIA – Teachers
Developing Autonomous Writers & Rigorous Readers /
<ul style="list-style-type: none"> Differentiation of Writing - IEALD Strategies/ Bandscaling – Regional support & delivered – PATAL – Louise Brayshore Specific & Explicit Feedback linked to the Australian Curriculum Student Friendly Guide To Making Judgments SGTMJs Big 6 linked to Genre & Reading (Focusing on quality questioning) Explicit Teaching of the AC Intentional Teaching of Vocabulary
Priority 2: EIA – Teachers
Creating Mathematical Thinkers for the 21st Century - <i>Lifting Mathematics outcomes.</i>
<ul style="list-style-type: none"> Concrete, Pictorial, Abstract – Linking to real world application Embedding a deep understanding of number Moving number facts to long term memory and automaticity A Problem Solving Approach (BAR Model/ CUBES/ FISH)
Priority 3: EIA – PILOT - Teachers
Enabling Critical, Collaborative & Creative Thinkers - <i>Higher order thinking.</i>
<ul style="list-style-type: none"> Explicitly Teaching of the Cognitive Verbs and required skills from the Australian Curriculum
Inclusive Education:
<ul style="list-style-type: none"> HOSES Networking PD Diverse Learners
Specialists: (Music, Dance, HPE, IM, Languages)
<ul style="list-style-type: none"> Languages – Japanese Network Day HPE – Regional/ Cluster HPE Peninsula Network Wilderness Advanced First Aide IM – on Request Music – Work Shadow Edge Hill & Whitfield SS

The proportion of the teaching staff involved in professional development activities during 2018 was 85% +

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

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

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

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

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

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

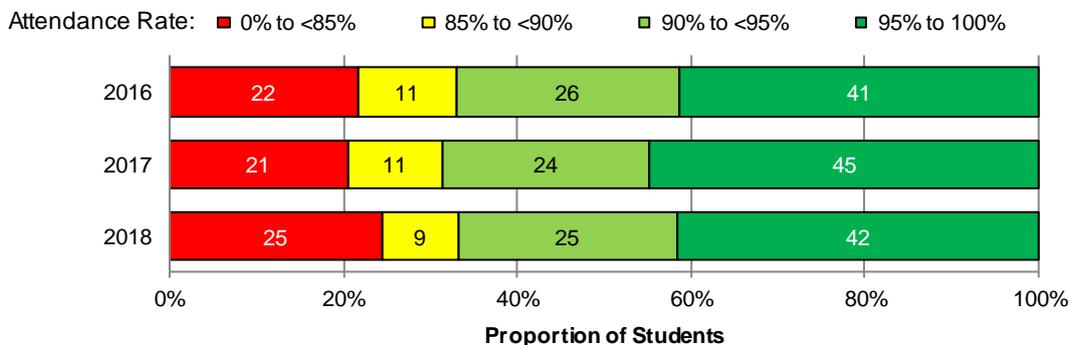
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Rolls are marked twice daily at the commencement of the school day and after the commencement of the second recess using ID Attend. If a student is absent without a provided reason the attendance officer makes contact during the school day with that student's parent/guardian to ascertain a reason for his/her absence. For student who are in care, an automated attendance system notifies external agencies and the Principal's mobile.

For persistent non-attendance a school procedure is in place. This involves follow up being carried out by: 1. Two Attendance officers who may make a home visit or phone contact with the family and 2: The school administration. The final level of intervention is provided by the school administration.

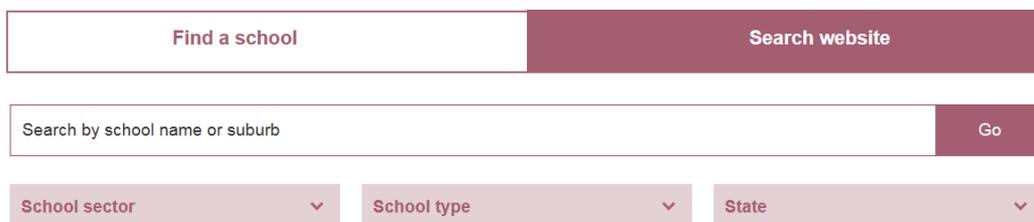
The school also has a system for rewarding those students who attend regularly. End of Term reward sessions occur for those students above 95%.

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.