

Biloela State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Our school's vision, 'Where Individuals are Valued', and our motto, 'Aim High', underpin our commitment to our students who live in and around the rural town of Biloela. Our core values are expressed through our Responsible Behaviour Plan for Students: CARS (i.e. Communication, Attitude to Learning, Respect, Safety). Quality teaching and learning is our priority and we strive for excellence in student achievement and staff performance. We have a strong focus on English, Maths, Science, ICTs and social and emotional learning. Our school is inclusive, serving a diverse student population from Prep to Year 6 including Indigenous students, students with disabilities, students who have English as second or third language, gifted students, students with unique learning, social and emotional needs, and students from across the socio-economic spectrum. Support is provided by all school staff, in particular, Head of Special Education Services, Chaplain, Guidance Officer, Support Teachers: Literacy and Numeracy, Advisory Visiting Teachers and partnerships with community service providers. These support staff play vital roles in assisting our staff to provide relevant and timely support and extension for our students. Intervention and enhancement programs are developed, implemented and monitored regularly to ensure improvement in our students' achievements, and social and emotional success. The school participates in community activities throughout the year and enjoys active support from parents and community members. Parents of Indigenous students, students with disabilities, and parents of students with English as a second language meet regularly with the school to build strong relationships and provide advice and insights into their students' strengths, unique needs, and learning programs. Community members join with our teaching staff to engage students in real-life experiences and learning. The Parents and Citizens Association works collaboratively with the school to support student programs, enhance resources and facilities, and to provide advice and insights into educational issues. Our school's purpose over the next three years is to make ours a school school of choice, with strong relationships and superior student outcomes.

Principal's Forward

Introduction

This report provides an overview of the achievements, developments and challenges for Biloela State School during the 2016 school year. The report is written in three sections; our school at a glance, our staff profile and student achievement.

Our 'school at a glance' details the school profile, curriculum offerings, school climate and parent, student and staff satisfaction with the school. This section also describes how parents are involved in their child's education.

Our 'staff profile' outlines the composition of the staff at Biloela, teacher qualifications, expenditure on professional development, staff attendance and retention.

Our 'student achievement' provides information on student attendance and student achievement on systemic measures in years 3 and 5.

As well as being published on the school website, this report is presented to the P&C Association. It is also published as part of the school newsletter, which is also linked to our Facebook page.

School Progress towards its goals in 2016

Improvement Agenda	Progress
Support a writer/reader team to deliver individual focused writing and reading	Employed support staff to provide additional opportunity for small group delivery of focused teaching
Daily individual explicit instruction for targeted students	Employed support staff to provide additional opportunity for small group delivery of focused teaching
Employ teacher aides and Early Years Support Teacher	Early years support teacher employed 3 days/week to support transition both pre and post school entry
Teacher release to identify student need and plan differentiation	Teacher planning cycles (termly) embedded in collaborative yearly professional development
Professional development in writing for teachers	All staff engaged in writing professional development

Future Outlook

Strategy	Actions	Targets
<p>A documented, school-wide, consistent approach to teaching Numeracy.</p> <p>The teaching of Numeracy is a curriculum priority.</p>	<p>DP/HOC work with staff to develop school numeracy units. Develop Biloela State School Numeracy unit planning tool. Development of a comprehensive Numeracy program inclusive of: - Problem Solving/Reasoning - Mental Computations Develop opportunity for school moderation processes ensuring sound assessment practice in numeracy.</p> <p>Precise A-C targets with a focus on Numeracy. School Leadership team through support from PEAC - Paul Sumpter identify strategies that increase numeracy achievement. Develop specialised numeracy teaching for upper 2 Bands in years 2-6. Implement semester school target setting for all students. Review data collection, benchmarks and targets. Teacher Aide hours purchased to support Numeracy priorities.</p>	<p>80% students achieve A-C English, Numeracy and Science. 25% year 3 and 5 students achieve upper 2 Bands in Numeracy. 100% classroom teachers participate in numeracy coaching sessions. 100% staff have professional learning plans. Professional learning teams established. Whole School Attendance greater than 94%. Schools less than 85% attendance be less than 14% of school population.</p>
<p>Establish and implement an agreed mentoring and coaching program to provide guidance regarding quality teaching.</p>	<p>Develop Professional Learning Teams based on student needs, common goals and common teaching approaches in key learning areas. School Leadership team develop coaching framework enquiring into teaching strategies and student feedback in Numeracy. School Leadership Team engage in coaching sessions with year 3 and 5 teachers to develop data analysis skills for individual student improvement. Cascade Coaching throughout cohorts</p>	<p>80% students achieve A-C English, Numeracy and Science. 25% year 3 and 5 students achieve upper 2 Bands in Numeracy. 100% classroom teachers participate in numeracy coaching sessions. 100% staff have professional learning plans. Professional learning teams established. Whole School Attendance greater than 94%. Schools less than 85% attendance be less than 14% of school population.</p>
<p>The annual performance review process addresses the school's pedagogical framework.</p>	<p>Implement a plan that systematically engages all staff in the PDF with the aim of improving their individual practice. Professional discussions established with leadership support person to discuss plans and progress. Teachers review findings in AITSL self-assessment tool.</p>	<p>80% students achieve A-C English, Numeracy and Science. 25% year 3 and 5 students achieve upper 2 Bands in Numeracy. 100% classroom teachers participate in numeracy coaching sessions. 100% staff have professional learning plans. Professional learning teams established. Whole School Attendance greater than 94%. Schools less than 85% attendance be less than 14% of school population.</p>
<p>Closing the Gap</p>	<p>School budget continues to support employment of staff member to co-ordinate BIAG. Support employed 1 day a week to assist in engaging school and Indigenous community. Teacher aide employed 10 hours a week to support Indigenous student classroom engagement and well being.</p>	<p>80% students achieve A-C English, Numeracy and Science. 25% year 3 and 5 students achieve upper 2 Bands in Numeracy. 100% classroom teachers participate in numeracy coaching sessions. 100% staff have professional learning plans. Professional learning teams established. Whole School Attendance greater than 94%. Schools less than 85% attendance be less than 14% of school population.</p>

<p>Student Engagement</p>	<p>Regular monitoring of school attendance levels. Leadership team manage identified students with < 85% attendance. Share with community importance of student attendance and good news stories. Establish school and class goals for attendance.</p>	<p>80% students achieve A-C English, Numeracy and Science. 25% year 3 and 5 students achieve upper 2 Bands in Numeracy. 100% classroom teachers participate in numeracy coaching sessions. 100% staff have professional learning plans. Professional learning teams established. Whole School Attendance greater than 94%. Schools less than 85% attendance be less than 14% of school population.</p>
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Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	354	148	206	38	89%
2015*	311	137	174	34	90%
2016	346	160	186	53	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Biloela State School is an inclusive school, where we challenge and support a diverse student population from Prep to 6 including Indigenous students, students with disabilities, students of migrant families, gifted students, and students with a wide range of learning, social/emotional and medical needs. The mobility rate from year to year remains at about 10%, with many families moving to other locations for work. MySchool website shows that 46% of our students are in the bottom quartile for the Index of Community and Socio-educational advantage (25% Australian distribution).

Of our entire student population approximately 15% of our students identify as Aboriginal or Torres Strait Islander. The school also has 17% of students that speak English as a second language. Our school is resourced with Special Education Programs and approximately 16% of our students are diagnosed with a disability. Biloela State School offers an Early Childhood Development Program for children who are aged birth to pre-Prep and have low incidence disabilities.

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	20
Year 4 – Year 7	29	25	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our school ensures every student has the ability to learn and should be able to demonstrate progress in their learning.

Our whole school approach ensures

- cohesive response to diverse learning needs
- consistent practice in a culture of ongoing improvement which sets high expectations
- monitoring student progress with school-wide analysis and discussion of student achievement data
- student learning with quality teaching focused on improving the achievement of every student.
- learning needs of all students are catered for (including those in need of learning support or behaviour support; those who have educational support needs arising from disability; those who are gifted and talented; and those learning English as an additional language or dialect (EAL/D), or a combination of these.

Co-curricular Activities

In addition to the standard curriculum provide by all Queensland State Schools, our school also provides:

- NAIDOC
- Indigenous Healthy Eating Program
- Lexia Reading Program and Reading Eggs
- Perceptual Motor Program
- Special Education Program from birth to Year 6, including Cluster Schools
- Extension/Gifted Program
- Instrumental Music Program
- EarthSmart School
- Indigenous Homework Club
- Choir – Senior and Junior: Community performances by Music department
- Eisteddfod – Music, Speech and Drama
- Active After School Sport
- Callide Valley Show entries
- Recycling program, in conjunction with Banana Shire Council
- Central Valleys Sport Events (Rugby League, Soccer, Netball, Touch Football, Swimming, Cricket and Athletics)
- Anzac Day March and Services
- Year 6 Leadership Camp
- Class excursions supported by REAP (Remote Educational Assistance Program)
- Competitions – APSMO (Australasian Problem Solving Maths Olympiads), UNSW (University of NSW) – English, Maths, Science
- School Discos
- Family movie nights
- Under 8's day
- LABS on LEGS – fun physics, body works
- Drama workshops facilitated through Biloela High School
- Australian Mathematics competition through Biloela High School
- Callide Valley Persuasive Speaking Competition
- Premiers reading challenge
- Book week
- Harmony day
- Multicultural day

How Information and Communication Technologies are used to Assist Learning

- Interactive whiteboards were installed in all classrooms
- Student assessment included presentations using components of Microsoft Office – Word, PowerPoint, and Excel
- Educational Software continued to form part of classroom activities – to practise and reinforce knowledge and skills
- Teachers integrate the use of ICTS in all aspects of teaching and student learning across all Key Learning Areas
- Lexia reading was a whole school focus with certificates presented on parades
- Project 600, Unify and booster were accessed as extended learning programs
- iPads for specific students and pods
- Cameras to track student progress and for students to record learning episodes
- Easi-speak and Easi-View
- Infrastructure allows every class access to access several classroom computers which they can use for their school work, projects and homework
- Students access specific resources and programs through Education Queensland's web based Learning Place
- Teachers have access to a wide range of network based literacy and numeracy software which is used daily to enhance learning in the classroom
- School invests in upgrading bandwidth to lift internet speeds and connectivity

Social Climate

Overview

Formal processes to identify need and support allocation occur through Educational Access Meetings. These are attended by teachers, administration, Guidance Officer, Learning Support Teachers, and Head of Special Needs. Close links also exist between Education Queensland District staff including Advisory Visiting Teachers, Behaviour Management itinerant teachers and community service agencies such as Anglicare, Chaplains, Department of Child Safety, Disability services, Community Resource Centre and others.

Behaviour Parades were held at the end of each term to publicly recognise positive behaviour throughout the school. Students were recognised by 'Student of the Week Awards' on Parade. The school contacts parents before parade allowing them to witness the student receive an award. Parents are encouraged to share in their child's learning journey through parent information sessions, interviews, attendance in class for events and presentations at the completion of units of work.

Our Bullying Response Strategy is articulated in our Anti-Bullying Policy. Students are explicitly taught anti-bullying messages. Incidences of bullying are taken seriously and referred for investigation. Referrals to our Guidance Officer and Chaplain may be instigated, as well as behaviour logs and mediation sessions as appropriate. All incidents are recorded.

Parents and the community are invited and engaged in many school activities. School students and staff outreach and are represented in many community functions.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	95%	100%
this is a good school (S2035)	100%	95%	100%
their child likes being at this school* (S2001)	96%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	96%	100%	97%
their child is making good progress at this school* (S2004)	96%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	100%	92%
teachers at this school motivate their child to learn* (S2007)	96%	100%	97%
teachers at this school treat students fairly* (S2008)	100%	100%	97%
they can talk to their child's teachers about their concerns* (S2009)	96%	95%	100%
this school works with them to support their child's learning* (S2010)	96%	95%	97%
this school takes parents' opinions seriously* (S2011)	88%	100%	97%
student behaviour is well managed at this school* (S2012)	85%	100%	94%
this school looks for ways to improve* (S2013)	96%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	100%	98%
they like being at their school* (S2036)	100%	96%	99%
they feel safe at their school* (S2037)	98%	96%	97%
their teachers motivate them to learn* (S2038)	98%	100%	97%
their teachers expect them to do their best* (S2039)	100%	100%	99%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	97%
teachers treat students fairly at their school* (S2041)	96%	94%	95%
they can talk to their teachers about their concerns* (S2042)	98%	94%	97%
their school takes students' opinions seriously* (S2043)	98%	97%	98%
student behaviour is well managed at their school* (S2044)	89%	97%	94%
their school looks for ways to improve* (S2045)	100%	97%	98%
their school is well maintained* (S2046)	98%	97%	98%
their school gives them opportunities to do interesting things* (S2047)	95%	97%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	94%	88%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	94%	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)	100%	97%	97%
staff are well supported at their school (S2075)	100%	94%	97%
their school takes staff opinions seriously (S2076)	94%	97%	93%
their school looks for ways to improve (S2077)	100%	100%	97%
their school is well maintained (S2078)	94%	97%	100%
their school gives them opportunities to do interesting things (S2079)	97%	94%	100%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

We appreciate the support of parents in working with us as a united team to ensure each student achieves to his/her full potential. Open communication is the key to this partnership, with regular opportunities to meet with school staff. Parents contribute to school activities such as transport, coaching for interschool sport, participating as classroom helpers, walkathon, Discos, tuckshop and being involved in formal structures including P&C.

Parents of diverse learners are invited to participate in consultation and endorsement of specific planning such as ICP's, ILP's, EAP's and ESP's.

The school has the Biloela Indigenous Education Advisory Group which meets each month and hold community BBQs each term. BIAG provides the opportunity for Indigenous members of the school and local community to be involved and share ideas for the development of the school.

We value and acknowledge the work of parents at our annual Volunteers Morning Tea as well as giving parents regular opportunities to be informed about and to share in their child's learning and the life of the school through newsletters, assemblies and learning celebrations. Our supportive P&C actively fundraise to enhance school resourcing.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our Chaplain promotes healthy relationships to all students. Our Guidance Officer provides intensive support for some students. Whole school staff promote and encourage healthy relationships and protective behaviours daily.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	7	6	6
Long Suspensions – 6 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Biloela State Primary School continues its commitment reduce our environmental footprint by minimising the amount of water and electricity used by the school, decreasing the amount of waste produced and increasing biodiversity.

Water

- Desert Urinal Systems in toilets (Waterless urinal) to reduce flushes
- Anti-vandal taps on all external outlets
- Flow restrictors on all water outlets

Electricity

- Air conditioners or coolers fitted with timers to turn them off during breaks and temperatures set to EQ recommendation
- All lights have with low energy bulbs.
- Students are energy conscious and turn off lights, fans and computer monitors when they have finished.

Waste and Biodiversity

- Paper, cardboard and aluminium can recycling
- Composting of food scraps
- Viable vegetable garden

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	190,630	4,965
2014-2015	152,436	5,274
2015-2016	102,659	

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.

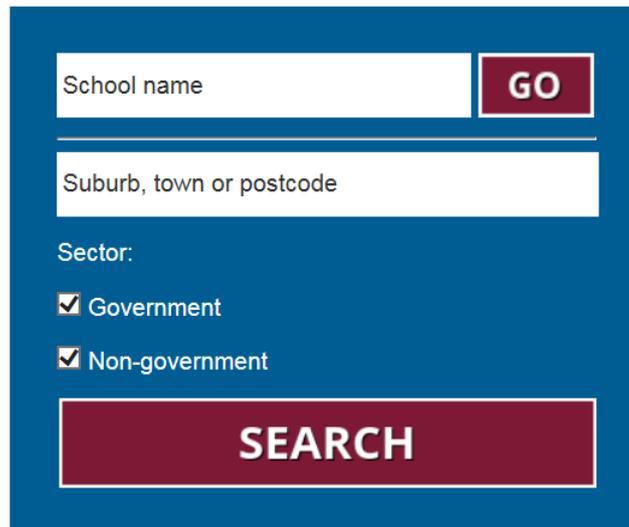
School Funding

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



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked radio buttons: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled '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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	30	17	<5
Full-time Equivalents	25	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	3
Masters	2
Graduate Diploma etc.**	
Bachelor degree	27
Diploma	
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 2016 were \$175,000.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- 7 steps to writing
- Collaborative project with other regional schools and Yvana Jones in writing development
- Moderation and Planning days
- Explicit instruction
- OneSchool training – unit and curriculum development
- First Aid
- Higher Order Thinking (Differentiation)
- Code of Conduct & Ethical Decision Making and Student Protection Training
- Asbestos Awareness and Workplace, Health and Safety/ Wellness training
- Collegial visits, peer coaching and feedback
- Teacher Aide training – literacy
- State Principals conference

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 97% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	86%	84%

*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 2016 for all Queensland Primary schools was 93%.

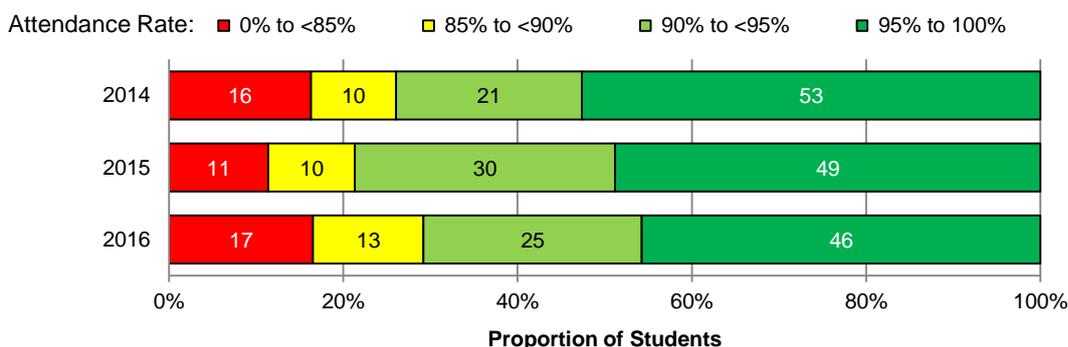
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	92%	92%	95%	92%	91%	93%	93%					
2015	92%	90%	94%	94%	94%	93%	93%						
2016	91%	91%	92%	93%	93%	92%	92%						

*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 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.

- Should a child/ren be absent from school, parent/carers are required to contact the school by note or phone to state the child's name and the reason for the absence. School Rolls are marked twice daily. Rolls are monitored by the office every day. With electronic Roll Marking, students with poor attendance are marked in the Principals Attendance Alert list in OneSchool.
- Administration will view all unexplained absences each week and will contact teachers if further clarification is required. Administration searches for obvious patterns and absences which may raise concern. Any on-going and / or unexplained absences are followed up by phone call from the teacher or administration.
- Chapter 9 of the Education (General Provisions) Act 2006 is about Compulsory schooling. Part 1 Division 1 explains the parents' obligations.
- Section 176 "Obligation of each parent" of the legislation states:
 (1)"Each parent of a child who is of compulsory school age must –
 - ensure the child is enrolled at a State school or non-State school; and
 - ensure the child attends the State school or non-State school, on every school day, for the educational program in which the child is enrolled; unless the parent has a reasonable excuse."
- Any students who arrive at school after 8:50 are required to sign their name in the late book in the office.
- If a child/ren are collected during the school day they are required to sign the early departure register in the office. This register is vitally important in the event of an emergency so the school is able to account for all.

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**.

Find a school

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