



Cannonvale State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 117 Cannonvale 4802
Phone	(07) 4946 2333
Fax	(07) 4946 2300
Email	principal@cannonvaless.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Angie Kelly - Principal

From the Principal

School overview

Our school was officially opened on its current site in 1969 and is situated on the northern coast of Queensland at Cannonvale, a suburb of Airlie Beach. We offer classes for students from Prep to Year 6. Our school community values learning and thinking, the development of positive relationships, safe behaviours, caring for property and a culture of fun. Members of our school community work closely together to provide a learning environment which is safe, supportive and inclusive and in which children are able to reach their potential, no matter how long they are with us. Staff provide extensive academic, sporting and cultural opportunities for students, and the achievements of individual students are celebrated and shared by all. Our greatest strengths are our committed staff, dedicated parents and the support we receive from our local community. Cannonvale State School is a Reef Guardian school and our students are involved in programs which promote an awareness of environmental issues affecting the reef and our location. We have an instrumental music program, a concert band and we put on a major musical involving all year levels every second year.

School progress towards its goals in 2018

Cannonvale State School priorities

- Writing including spelling and punctuation & grammar
- Reading (in all KLAs)
- Numeracy
- Attendance & Retention
- Closing the Gap

Quality teaching and learning in every classroom – The Australian Curriculum, explicit instruction and differentiation

The green highlighted text indicates what was achieved and is ongoing.

- All staff to receive professional development on differentiation within planning and teaching.
- Implementation of Mathematics Placemat including Back to Front Maths and Maths Mastery as a whole school program to address numeracy improvement agenda.
- All staff to receive professional development unpacking Teaching & Learning Handbook. 2018 Focus will be the Plough-Back at the end of lessons that determine effectiveness of lesson.
- Full implementation of Whole School Intervention Plan. Every child receiving high quality, differentiated teaching documented through; daily planning, ISPs, ICPs, student portfolios, Provisions in One School, Differentiation Cones.
- Implement Investing For Success – staff and additional coaching release purchased to assist in actioning targeted intervention in P-3 area and overseeing case management.
- All staff to receive professional development in the Attendance Strategy and implement it in all school settings.
- Implement, assess and moderate the Australian Curriculum in English, Mathematics, Science, Humanities and Social Sciences and Health & Physical Education using the Australian Curriculum as the basis for Cannonvale State School Curriculum.
- All staff to receive induction and professional development focusing on literacy, specifically the approaches undertaken at Cannonvale State School.
- Professional Development in Back to Front Maths.

- Committee Meetings (Professional Learning Communities) on a 10 week cycle that focus on high effect size strategies e.g. whole staff coaching model, feedback including students giving teacher's feedback, 10 week data sets, moderation.
- Full implementation of Pedagogical Framework and coaching based on DOTL and explicit teaching aimed at every teacher's specific professional standard - graduate through to lead teacher.
- Staff will be 'Watching Other's Work' from whom they can develop their capability professionally. This will be facilitated through staff self-filming using 'Swivel' technology and leadership team modelling in classrooms and releasing staff to watching others.
- Beginning Teacher Mentor Program continuation.
- Quality assurance process of curriculum developed that is data driven.
- Master Plan created in collaboration with staff and P&C. Stage 1 of Master Plan completed. Stage 2 and 3 re-examined.
- Early Years Transition Action Plan followed.
- Continue to implement Parent and Community Engagement Framework. Engage parents through the following activities; discussing and celebrating student targets, parent/teacher/student meetings, information nights, parent training sessions about helping your child at home, P&C, Indigenous Consultative Committee, Reef Guardian school, school musical, birth to pre-prep playgroup, Head Start pre-prep program, assemblies, newsletter, the website and various events throughout the year e.g. Under 8's Day.
- Professional Learning Community created with cluster schools.

Future outlook

In 2019 Cannonvale State School will continue its improvement agenda but will especially focus on Maths and the roll-out of teaching using the Inquiry Method.

Cannonvale State School's Improvement Agenda is for every student to receive a C standard or above in every Learning Area and to have 50% of all students in the Upper 2 Bands in all domains in NAPLAN.

Though we have not reached this target the tables below show the mostly gradual improvements over time. It is worth noting that Cannonvale continues to turn over a third of its students annually.

Mean Scale Score (MSS) - Achievement																MSS Improvement Relative to Nation				
		This School					Nation				QSS			SQSS			This School		Old State Schools	
		2008	2015	2016	2017	2018	2008-18	2008	2017	2018	2019	2016	2017	2018	2017-18	2008-18	2017-18	2008-18		
Year 3	R	391.0	411.8	430.3	407.0	435.8		400.5	431.3	433.8	426.8	S	S	S	22.8	48.0	-3.0	29.5		
	W*	388.4	415.8	417.4	385.9	413.0		414.2	413.6	407.2	382.5	S	S	S	33.5	31.6	1.1	13.9		
	S	348.6	385.7	413.0	391.1	420.8		399.5	416.1	417.8	409.3	S	S	S	28.0	54.0	0.5	30.5		
	GP	343.0	402.8	440.0	417.8	437.7		403.2	439.2	431.7	427.5	S	S	S	27.4	66.2	-2.4	36.3		
	N	383.0	390.5	399.3	374.7	408.6		396.9	409.4	407.7	396.3	S	S	S	35.6	34.9	-1.0	23.4		
Year 5	R	468.1	488.1	486.8	491.5	522.7		484.4	505.7	509.0	500.8	S	S	S	27.9	38.0	-0.2	17.7		
	W*	458.0	469.3	488.8	479.5	486.7		486.5	472.5	484.6	447.1	S	S	S	4.0	29.6	-0.7	6.8		
	S	440.9	474.8	476.2	482.3	499.8		483.8	500.8	502.5	493.5	S	S	S	5.9	40.3	-0.4	18.0		
	GP	467.4	482.8	514.3	497.2	523.1		496.2	489.3	503.6	496.8	S	S	A	21.6	48.3	0.8	20.1		
	N	449.1	470.1	474.1	483.5	493.7		475.9	493.8	494.2	483.2	S	S	S	8.8	26.3	-3.5	12.5		

% Upper Two Bands (U2B) - Achievement																U2B Improvement Relative to Nation				
		This School					Nation				QSS			SQSS			This School		Old State Schools	
		2008	2015	2016	2017	2018	2008-18	2008	2017	2018	2019	2016	2017	2018	2017-18	2008-18	2017-18	2008-18		
Year 3	R	19.5	43.9	51.6	38.3	51.4		39.5	51.6	53.1	50.5	A	S	S	11.6	18.3	5.4	10.6		
	W*	29.9	44.4	45.7	26.6	47.6		44.6	44.6	42.0	37.2	A	B	A	23.6	20.3	2.3	8.6		
	S	11.4	30.5	45.7	40.0	46.7		37.5	45.6	46.8	45.1	S	S	S	5.7	26.2	0.7	16.9		
	GP	17.7	49.3	52.1	59.5	51.4		40.5	55.5	53.7	48.2	A	S	A	2.7	20.5	-7.8	11.8		
	N	18.4	31.7	34.8	20.4	43.5		33.5	39.6	39.4	36.0	S	B	A	23.5	19.2	1.7	12.8		
Year 5	R	15.8	31.4	28.4	32.3	43.3		27.4	37.0	38.5	34.4	S	S	A	9.5	16.4	-1.5	4.9		
	W*	15.6	8.6	8.3	18.6	12.4		26.2	15.8	13.8	9.9	B	A	S	-4.2	9.2	0.5	5.9		
	S	15.6	21.4	21.8	27.1	21.4		25.8	34.3	34.6	28.8	S	S	A	4.0	7.0	-0.2	3.4		
	GP	20.8	30.0	43.2	29.2	37.1		33.3	34.4	35.9	32.3	A	S	A	6.5	13.8	1.1	8.7		
	N	12.2	11.8	19.8	22.3	26.7		20.6	27.9	27.7	24.2	S	S	A	4.5	7.4	-0.2	5.7		

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	682	746	765
Girls	350	371	371
Boys	332	375	394
Indigenous	45	34	36
Enrolment continuity (Feb. – Nov.)	89%	90%	89%

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

In August 2018, there were 765 students enrolled at Cannonvale State School. 4.7% of these students identified as being Aboriginal or Torres Strait Islander, 3.1% of these students identified as EAL/D and 6.1% had a verified disability. A significant number of parents are employed in the tourism industry and in the mining industry. A proportion of parents are living away from their families while working at mine sites. A high level of transience amongst the student body is a significant factor impacting on the school. A large proportion of our families have separated parents. Approximately 1/3 – ¼ of our students turn over every year.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	24
Year 4 – Year 6	27	29	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

Cannonvale State School's pedagogy is explicit instruction. Using this pedagogy we deliver all of the learning areas of the Australian Curriculum. We have an overarching theme every term for the whole school that drives our learning journeys. Term 1 - My Place In The World, Term 2 - From Little Things Big Things Grow, Term 3 - Oh The Places You Go When You Read, Term 4 - You Are What You Eat. Our distinct curriculum offerings are:

- Languages Other Than English: Japanese, Prep-6
- Instrumental Music: Year 4-6
- Creative Arts: Prep to Year 6
- Digital Technologies: Prep to Year 6
- Music: Prep to Year 6
- HPE: Prep to Year 6

Cannonvale State School is a Reef Guardian School. Programs teaching about sustainability and care for the environment is taught in each year level. We have "adopted" the Cannonvale Beach.

Co-curricular activities

- School Choir
- Book Buddies Reading Program
- Games Club
- Concert Band
- Musical/Dance Showcase

How information and communication technologies are used to assist learning

Our school has employed a Digital Technologies specialist teacher to teach classes from Prep to Year 6 and work with teachers in a collaborative model.

Each classroom has an interactive whiteboard or interactive touch panel display. This year the school purchased four 70" interactive touch panels which have been wall mounted. We also purchased nine Ultra Short Throw (UST) projectors which have been located in our Early Learning Centre. An Apple TV has been purchased for each of these new projectors to allow teachers to mirror iPads.

This year we purchased 120 iPads, each with a Zagg keyboard, and four iPad trolleys. These devices have been allocated to our students in Years 2-6. This takes the number of iPads across the school to approximately 300. Our Prep and Year 1 classes access to four iPad trolleys each with 30 iPads. We also have 35 iPads allocated to our seven support classes and each specialist teacher has been allocated an iPad.

To effectively manage this larger number of iPads we purchased an Apple server and 300 ZuluDesk Mobile Device Management licenses.

Along with our existing trolleys of laptops, the purchase of new iPads gives every two classes in Years 2 to Year 6 access to an iPad or laptop trolley. Our students also have access to a computer lab of 28 desktop computers located in the library.

A school based technician is employed to maintain the school's growing computer network.

Social climate

Overview

Cannonvale State School is a School Wide Positive Behaviour School. We also have a Chaplain one day each week. There is also a Guidance Officer appointed to the school for two days each week and a behaviour teacher is employed full-time. The school has implemented a School Wide Positive Behaviour Program and the school community has reviewed the school values “Be a Learner, Be Respectful, Be Safe, Be Friendly,” and expectations are explicitly taught by classroom teachers and on school assemblies. The school has an anti-bullying strategy which includes both proactive and responsive strategies to address and prevent bullying within the school. Cannonvale State School has a very thorough Student Services Support Model. School Opinion Survey data for parents, students and staff is positive in almost all areas.

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)	100%	96%	93%
• this is a good school (S2035)	100%	96%	91%
• their child likes being at this school* (S2001)	100%	94%	91%
• their child feels safe at this school* (S2002)	98%	96%	95%
• their child's learning needs are being met at this school* (S2003)	98%	94%	91%
• their child is making good progress at this school* (S2004)	98%	92%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	98%	87%
• teachers at this school motivate their child to learn* (S2007)	100%	92%	91%
• teachers at this school treat students fairly* (S2008)	88%	85%	87%
• they can talk to their child's teachers about their concerns* (S2009)	98%	90%	96%
• this school works with them to support their child's learning* (S2010)	100%	89%	92%
• this school takes parents' opinions seriously* (S2011)	95%	86%	91%
• student behaviour is well managed at this school* (S2012)	90%	79%	87%
• this school looks for ways to improve* (S2013)	98%	94%	95%
• this school is well maintained* (S2014)	100%	100%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	97%	100%
• they like being at their school* (S2036)	94%	93%	93%
• they feel safe at their school* (S2037)	93%	95%	95%
• their teachers motivate them to learn* (S2038)	98%	98%	97%

Percentage of students who agree# that:	2016	2017	2018
• 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%	95%	98%
• teachers treat students fairly at their school* (S2041)	88%	81%	85%
• they can talk to their teachers about their concerns* (S2042)	95%	88%	90%
• their school takes students' opinions seriously* (S2043)	91%	87%	88%
• student behaviour is well managed at their school* (S2044)	82%	88%	87%
• their school looks for ways to improve* (S2045)	96%	93%	97%
• their school is well maintained* (S2046)	89%	93%	97%
• their school gives them opportunities to do interesting things* (S2047)	98%	93%	98%

* 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)	96%	91%	97%
• they feel that their school is a safe place in which to work (S2070)	98%	89%	98%
• they receive useful feedback about their work at their school (S2071)	98%	89%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	94%	87%
• students are encouraged to do their best at their school (S2072)	100%	95%	100%
• students are treated fairly at their school (S2073)	96%	91%	95%
• student behaviour is well managed at their school (S2074)	96%	91%	93%
• staff are well supported at their school (S2075)	92%	86%	92%
• their school takes staff opinions seriously (S2076)	90%	88%	95%
• their school looks for ways to improve (S2077)	100%	92%	97%
• their school is well maintained (S2078)	100%	94%	97%
• their school gives them opportunities to do interesting things (S2079)	94%	89%	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

At Cannonvale State School we believe that the best possible outcomes can be achieved when parents work cooperatively with teachers. Parents are encouraged to become involved in the life of the school and support their children in the classroom and in extra-curricular and co-curricular activities.

Parents and community members who are interested in developing understanding and skills to help their children are provided with information about opportunities as they become available. Parent- teacher meetings are held at the beginning of each year and at the end of term 1 and 3. All parents and caregivers are offered multiple opportunities to attend parent/teacher/student meetings.

Parents are consulted non-stop throughout the creation of Individual Student Plans, Behaviour Plans and Curriculum Plans.

Cannonvale actively works with the local Early Childhood Education Centres and the principal runs 'Principal's Preschool' for an hour every week which is access by approximately 40 children weekly. Cannonvale State School works closely with Proserpine State High School to aid transition for students beginning high school.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. At Cannonvale State School this sits within our Health Units of the curriculum and the vehicle is called Fun Friends.

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	83	88	124
Long suspensions – 11 to 20 days	0	3	0
Exclusions	0	0	1
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

Strategies to reduce our environmental footprint included:

- Continued to monitor our water use by weekly checking of taps and toilets and changing of and stopping of watering when possible.
- Reduced the amount of photocopying.
- Air-conditioners used only in 1st and 4th terms.
- Implementation of 'Nude Food' across whole school.
- 'Power Police' in all classrooms.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	291,431	370,384	380,997
Water (kL)	10,037	10,641	13,803

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.

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

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

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	54	27	<5
Full-time equivalents	52	22	<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	
Masters	4
Graduate Diploma etc.*	9
Bachelor degree	38
Diploma	7
Certificate	

*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 \$91 900.

The major professional development initiatives are as follows:

- Child Protection
- Code of Conduct
- Asbestos
- Right to Information
- Fire Extinguisher
- WH&S
- MyHR, WH&S
- Internal Controls Training
- Emergency Management Plan
- Developing Performance Framework
- Teaching & Learning Handbook
- Every Student Succeeding— State School Strategy 2014 - 2018
- Cannonvale State School Strategic Plan
- Cannonvale State School Annual Implementation Plan
- Cannonvale State School Improvement Agenda
- Pedagogical Framework – explicit teaching & Dimensions of Teaching & Learning
- School Improvement Unit Recommendations
- Curriculum Snapshot (including vision)
- P-12 Curriculum Framework
- Diagnostic, Formative and Summative Assessment and Reporting, parent/teacher/student meetings
- Planning and assessment (diagnostic, formative, summative, report cards) expectations
- Student Portfolios
- Differentiation Cones (Term 1-4)
- Cannonvale State School Intervention Plan
- Student Services Committee (Term 1-4)
- Teacher Aide Use
- Oral Language Screening
- Cannonvale State School's Gifted & Talented Framework
- Higher Order Thinking Tool
- Oral Language Screener
- Support a Talker
- PM Benchmarks & Informal Prose Inventory
- Cars & Stars
- Speech Sound Pictures
- Reading Placemat
- The teaching of spelling
- Spelling Placemat
- Seven Steps to Writing Success
- The teaching of grammar & punctuation
- The teaching of writing
- Writing Placemat
- Maths Mastery
- Back to Front Maths

- Mathematics Placemat
- The teaching of all LAs
- Placemats
- Coaching, feedback and developing performance framework
- Watching Others Work
- Moderating with other schools and within cohorts
- A-E, Triangulation, timed write data, whole school tracker, NAPLAN, performance data, School Opinion Survey, Headline Indicators, School Profile, Next Step, Faces on the data
- Giving and receiving feedback, using feedback to inform practice and goal setting to inform feedback
- G drive and d drive
- Refresher Training in use of Team Boards & Trace Boards (Term 3-4)
- One School - Planning, Differentiation, Data, Mark books, Reporting, Student Profiles & Contacts, Behaviour, Roll marking, etc.
- Site Licenses - Ed Alive (Terms 1-3)
- SWPBM
- Responsible Behaviour Plan
- Essential Skills for Classroom Management
- Classroom Profiling Data
- Restorative Justice
- Learning & Wellbeing Framework
- Parent & Community Engagement Framework
- Cannonvale State School Environmental Management Plan
- EATSIPS Implementation Plan
- Attendance Plan
- Parent Interviews
- Workplace Rehabilitation Officer
- First Aid

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% 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	93%	93%	92%
Attendance rate for Indigenous** students at this school	89%	92%	92%

* 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	94%	92%	93%
Year 1	93%	94%	92%
Year 2	93%	93%	92%
Year 3	93%	92%	92%
Year 4	93%	94%	91%
Year 5	93%	93%	92%
Year 6	92%	91%	90%

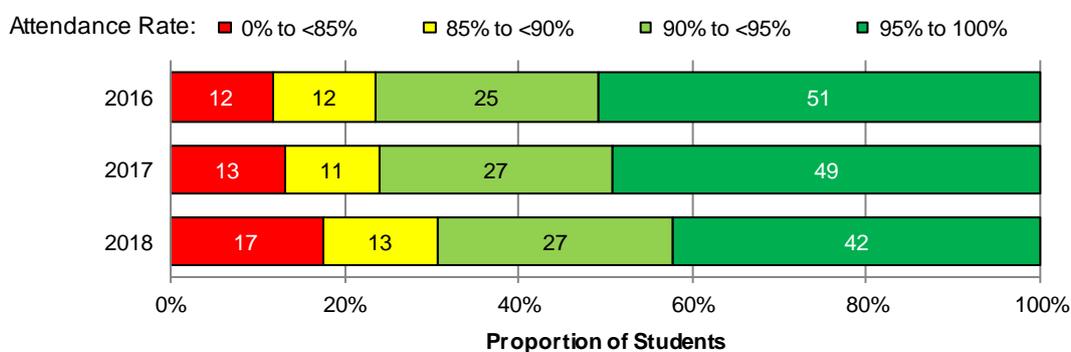
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Student rolls are marked twice daily by teaching staff, once in the morning and once in the afternoon. Teachers follow up any student absences with parents. Staff in the office follow up any student who is absent without explanation each day.

Students who are regular non-attendees are identified and a member of the office contacts the parents/carers daily to find out reasons for non-attending and offer support if needed. When concerns with a student's absences continue either the Deputy Principal or Principal arranges a meeting in the first instance to discuss the reasons for absences. If there isn't a change in attendance rates, the procedures outlined in the above policies are implemented.

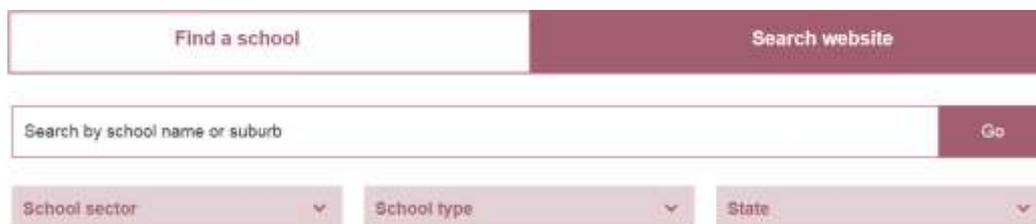
Consistent messages about the importance of attendance "Every Day Counts" are regularly given on assemblies and in the newsletter. Attendance Awards for sections of the school were introduced in 2013 and still continue.

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.