



Yeppoon State School

ANNUAL REPORT 2016

Queensland State School Reporting

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School Overview

Yeppoon State School is a State Government co-educational school in the Education Queensland Central Queensland Region. It overlooks the coastal township of Yeppoon and provides programs for around 325 students from Prep to Year Six. The school is characterised by attractive grounds of over 10 hectares, a swimming pool on site, two beautiful ovals and an environmental bush-walking trail. A wide and varied curriculum is available at Yeppoon State School to meet the needs, talents and interests of all students and includes a sound academic program based on the Australian Curriculum, a wide variety of sporting opportunities, an Instrumental Music program that has been acclaimed at state level, extension programs for the gifted and talented and a huge variety of interest groups and clubs. The Yeppoon State School community is noted for its wonderful family atmosphere and student-centred approach. Aspects of the National Values Education Framework contribute to every student's day.

Principal's Foreword

Introduction

This Annual Report is designed to outline Yeppoon State School's priorities, successes, performance and achievements. It aims to provide an accurate understanding regarding all aspects of the school. This report contains information for parents and the wider community about the School's journey in 2016 with a focus on student and school performance. The provision of activities that promote respectful relationships and personal development are a continuing focus at Yeppoon State School.

Our School mantra 'Tomorrow's success begins today at Yeppoon Primary School' underpins our values in a school that seeks to equip students to become lifelong learners, active investigators and responsible citizens.

2016 saw the full implementation of our Positive Behaviour for Learning (PBL) initiative. The implementation of PBL brought with it our new School Expectations of being SAFE, RESPECTFUL, LEARNERS.

School Progress towards its goals in 2016

The direction of Yeppoon State School in 2016 was driven by the School's Annual Implementation Plan and Explicit Improvement Agenda.

Priority 1. Attendance

Strategy: Improve student attendance across all year levels through focused attention on students with less than 90% attendance. Utilise more targeted intervention to address these absences.

Actions

- Continued to utilise automatic messaging and letters to advise and request absence information.
- Implementation of Positive Behaviour for Learning
- Continued to add graphs to newsletter showing absences (explained / unexplained)
- Continued to award trophy on assembly to class with most improved attendance
- Continued to work closely with external agencies to help to support families with low attendance
- Implemented Same Day Reporting where Parents/Carers were contacted on the day of an unexplained absence

Priority 2. Attainment

Strategy: Continue to identify students at risk of not attaining NMS and provide with focused support

Actions

- Employed extra teacher aides (I4S funding) to provide classes with additional teacher aide support



- Continued to partly fund to split the Support Teacher Literacy & Numeracy role between two staff members to better cater for the needs of all students in our school. This was reduced throughout the year due to budget constraints
- Wrote individual support plans for all students identified as at risk of not achieving national minimum standard on NAPLAN.

Priority 3. Writing

Strategy: Staff will moderate writing utilising the NAPLAN Marking Guide, both across year levels and across cluster schools.

Actions

- Implemented whole school writing program developed with the support of Master Teacher. Focused on Years 3&5 in first semester with shift to Years 2&4 second semester.

Priority 4. Spelling

Strategy: Continue to Implement WORDS THEIR WAY phonics, spelling and vocabulary program.

Actions

- Extended WTW to all year levels in 2016
- Supported the implementation with the continuation of fully supported Literacy Blocks.

Priority 5. Reading

Strategy: Continue to focus on whole school reading utilising existing Whole School Reading Plan.

Actions

- Consolidated whole school use of Fountas and Pinnell benchmark assessment and intervention system (previously used in Years 4-7) to ensure consistency and continuity.
- Most reading materials in school were re-labelled to reflect F&P levels.
- Supported the implementation with the continuation of fully supported Literacy Blocks.

Future Outlook

Our School Explicit Improvement Agenda for 2017 will centre on Writing

KEY PRIORITY	ACTIONS	WHO	RESOURCES	DATA/ EVIDENCE
Writing Blocks	Implement structured Writing Blocks across the whole school including (Vocabulary, Sentence Structure, etc). Explicit Instruction used to teach Writing	Principal Master Teacher All Teaching Staff	Seven Steps to Writing Success Whole School Writing Placemat Writing Plan	Whole School Writing Plan Assessment Schedule data grabs 2017 NAPLAN – increase in student Relative Gain evident
Feedback to improve student writing	Develop a clear feedback format for all teachers to provide consistent feedback to students	Master Teacher All Teaching Staff	Feedback 'sheet' Feedback Flowchart	Feedback evidence attached to every On Demand Writing Task and in students' Writing Books
Moderation of Student Writing	Maintain involvement in Writing Moderation with Keppel Cluster schools Strengthen Moderation within Cohort Groups	Master Teacher Teachers Master Teacher	Exemplars developed NAPLAN Marking Guide Marking Matrix	Scheduled Moderation Sessions Record of Moderation kept

<p>Building Capacity among Teachers in the teaching of Writing</p>	<p>Access 7 Steps to Writing Success PD</p> <p>Share 'Best Practice' strategies at Meetings</p> <p>Commence Collegial Observations with a focus on Writing Lessons</p> <p>Promote the Online Writing Module for new teachers to complete</p> <p>Coaching sessions around effective Writing Lessons and providing feedback to students</p> <p>Purchase copies of Sheena Cameron's Writing Book</p>	<p>External Consultant Master Teacher</p> <p>Master Teacher Teachers</p> <p>Master Teacher Teachers Admin</p> <p>Master Teacher Teachers Admin</p> <p>Teachers Master Teacher</p> <p>Principal Teachers</p>	<p>Organisational Trans. Funding</p> <p>Time Materials Resources</p> <p>Collegial Observation Form</p> <p>Online Writing Modules</p> <p>I4S/ Org. Trans</p> <p>Org. Trans Money</p>	<p>PD Log</p> <p>Meeting Minutes Professional Conversations</p> <p>Collegial Observations</p> <p>Number of new teachers who complete the online Writing Modules</p> <p>Delivery of effective Writing Lessons catering to ALL students' needs Provision of effective feedback to students</p> <p>Effective strategies being used in the Teaching of Writing Blocks</p>
<p>Building Capacity Among Teacher Aides</p>	<p>Regular PD sessions run by STLaN and Master Teacher around Writing & Support-A-Writer</p>	<p>Master Teacher Teacher Aides STLaN</p>	<p>Resources</p>	<p>Record of Participation</p>
<p>Grammar and Punctuation</p>	<p>Ensure G&P has an explicit lesson as part of the Writing Blocks each week</p> <p>Ensure G&P is included in Rapid Recalls</p>	<p>Principal Master Teacher Teachers</p> <p>Master Teacher Teachers</p>	<p>Writing Breakdown</p> <p>Collegial Observation Forms</p>	<p>Collegial Observations Teacher Planning Cohort Meeting Minutes</p> <p>Collegial Observations Teacher Planning Feedback Notes</p>

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	361	160	201	30	85%
2015*	320	159	161	33	85%
2016	328	159	169	33	92%

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

Yeppoon State School provides a quality education for students and is situated close to the heart of the Yeppoon Business Centre and services the areas of Pacific Heights, Barlows Hill, Meikleville Hill The Esplanade, Town Heart, Club Estate, Golf Links Estate, The Pines, Barmaryee, Adelaide Park Road, Woodbury, Lake Mary and Seaview Hill.

The school is situated in the Livingstone Shire Council area and is part of the Central Queensland Education Region.

Ten Percent of our students identify as being indigenous and we have around six percent of our students verified with a disability.

A trend of student transience has emerged over the last couple of years with our enrolments fluctuating throughout the year.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	20	21
Year 4 – Year 7	24	23	26
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

A wide and varied curriculum is available at Yeppoon State School to meet the needs, talents and interests of all students including:

- A quality academic program based on the Australian Curriculum.
- A wide variety of sporting opportunities to challenge the very athletic and competitive, to general fitness;
- An Instrumental Music program that has been acclaimed at state level;

Additional programs to develop individual student interests including Literacy Groups, Drama Club, Landcare and Waste Warriors. Leadership is nurtured in students through the Student Parliament, School Captains, and Sporting House Positions.

At Yeppoon State School we have a strong philosophy about developing the whole child. Whilst, English and Mathematics form a core focus for the curriculum each day, other Key Learning Areas as well as aspects of the National Values Education Framework contribute to every student's day. The Key Learning Areas taught include English, Mathematics, Science, History, Geography, Business & Economics, Civics & Citizenship, Music, The Arts, Physical Education, Japanese and Technology.

Co-curricular Activities

- Camps and Excursions - Students and teachers participated in a range of excursions and camps to support the curriculum including places such as Kinchant Dam, Yeppoon Beach, North Keppel Island Environmental Education Centre, Capricorn Caves, Capricorn Wetlands, Cooberrie Park and The Flow.
- Carnivals - Swimming, Cross Country, Athletics, Ball Games, and Aquathon Carnival Days provide a wonderful opportunity for the whole school to participate in a range of competitive and/or fun events. Every child has an assigned sports house and their participation earned points for their team. The very athletic students had their results recorded and were able to compete in interschool and inter district competitions.
- Inter-school Sport – All students in Year 5 & 6 participated in Keppel Coast District (KCD) Friday afternoon sport.
 - Rugby League and Netball Competitions – Regional Shield
 - Sport Skills development days – AFL, Rugby League and Cricket Gala Days and development sessions were run by sports development officers who visited the school.
 - Transition to High School Beach Activities – In Term 4 all Year 6 students from all schools on the Capricorn Coast joined in a selection of beach fun activities. The aim was to enable students to meet and socialise with each other before moving to High School
 - Transition to High School – students requiring additional support to transition to High School were offered a program of support developed in consultation with Yeppoon SHS
 - Instrumental Music and Choir performances - Performing Arts is highly regarded within the school. In 2016 Performing Arts students were given many opportunities to perform for school and community events.
 - Combined School Concert – This event ran over a week in Term Three. All Instrumental Music students from all state schools on the coast met for an intensive workshop which culminated in a concert in the evening.
 - Class Culminating Events - At the end of units of work many classes have engaged in activities that include parents and friends. This included things such as a Multi-cultural presentations, technology displays, plays and performances and many, many others.
 - Under 8s Day - The junior school participated in a wonderful morning of fun activities with the support of the Yeppoon High School Early Childhood senior students. The Kindergarten students who are based in the old Preschool building on our site and Jac's Learning World, a nearby Day Care Centre were invited to join in the day.
 - End of Year Concert -In the last week of the school year the End of Year Concert was well attended by parents, grandparents and friends. Each class presented a performance of song, dance and fun. It was a great way to finish a terrific school year.

- Year 6 Graduation Ceremony – On an evening in the last week of school a special graduation ceremony was held for Year 6 students and their parents.
- Community Events – Yeppoon State School participated in a number of community events including ANZAC Parade and Service and Pinefest Parade Float.

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technology continues to be used to enhance students' access to learning. Through the use of a variety of internet and computer based programs students are learning to critically analyse and manage the vast quantity of information and digital text that confronts people in today's society. Many of the web based programs used by our students are designed to support our reading program and can also be accessed from the student's home. Examples of these include Reading Eggs, A-Z Reading, A-Z Science, and RAZ Kids which are all favourites among our younger students.

Research, note taking and digital presentations continued to be an integral part of student learning and assessment tasks across the curriculum.

Two Computer Labs and classroom based computers were utilised by all classes to promote ICT skills across the curriculum. All classrooms have interactive whiteboards that are used daily by teachers and students. The School has also purchased a pod of Ipads for use in classrooms.

Social Climate

Overview

The Yeppoon State School community is noted for the family atmosphere that permeates throughout the school. The wellbeing of every child is of utmost importance to teachers and Administration.

In 2016, the School fully implemented the Positive Behaviour for Learning (PBL) framework which augments the Responsible Behaviour Plan for Students. The Whole School Expectations are:

- Be Safe
- Be Respectful
- Be a Learner

With the Mantra 'At Yeppoon State School we are Safe, Respectful Learners'.

While bullying is often a hot topic in the media, it is not overtly prevalent within the school, however, students and parents are encouraged to make teachers and administration staff aware of any issues of bullying or those that could potentially develop into bullying. The school is proactive in combating bullying behaviour and providing students with strategies should they witness bullying behaviour. Low level schoolyard conflict was often resolved with the guidance and support of Staff and the School Chaplain. The Chaplain was also a wonderful support to students and parents who were struggling with upheaval in the family.

Public acknowledgement of positive behaviour continued to form a large part of our Responsible Behaviour Plan. Each week teachers nominated a child from their class for an Acknowledgement Award which was presented on parade and published in the weekly newsletter.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that: their child is getting a good education at school (S2016)	88%	90%	100%
this is a good school (S2035)	94%	100%	95%
their child likes being at this school* (S2001)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child feels safe at this school* (S2002)	100%	100%	95%
their child's learning needs are being met at this school* (S2003)	88%	90%	100%
their child is making good progress at this school* (S2004)	88%	80%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	90%	95%
teachers at this school motivate their child to learn* (S2007)	94%	90%	95%
teachers at this school treat students fairly* (S2008)	88%	100%	95%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	95%
this school works with them to support their child's learning* (S2010)	94%	90%	95%
this school takes parents' opinions seriously* (S2011)	94%	100%	90%
student behaviour is well managed at this school* (S2012)	88%	100%	90%
this school looks for ways to improve* (S2013)	100%	100%	95%
this school is well maintained* (S2014)	94%	100%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	94%	91%
they like being at their school* (S2036)	87%	90%	91%
they feel safe at their school* (S2037)	93%	90%	93%
their teachers motivate them to learn* (S2038)	97%	97%	94%
their teachers expect them to do their best* (S2039)	96%	96%	97%
their teachers provide them with useful feedback about their school work* (S2040)	91%	91%	93%
teachers treat students fairly at their school* (S2041)	82%	81%	85%
they can talk to their teachers about their concerns* (S2042)	83%	76%	84%
their school takes students' opinions seriously* (S2043)	81%	77%	86%
student behaviour is well managed at their school* (S2044)	73%	79%	84%
their school looks for ways to improve* (S2045)	91%	89%	94%
their school is well maintained* (S2046)	83%	87%	87%
their school gives them opportunities to do interesting things* (S2047)	93%	91%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	84%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	97%	96%	67%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	90%	92%	91%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
(S2114)			
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	97%	100%	95%
student behaviour is well managed at their school (S2074)	94%	100%	81%
staff are well supported at their school (S2075)	94%	100%	59%
their school takes staff opinions seriously (S2076)	97%	100%	61%
their school looks for ways to improve (S2077)	100%	100%	78%
their school is well maintained (S2078)	90%	88%	86%
their school gives them opportunities to do interesting things (S2079)	96%	95%	74%

* 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 were encouraged to participate in school life in a variety of ways including class volunteer programs, culminating curriculum activities, school community functions and fundraising activities. We also held Meet and Greet sessions and ran Parent Information sessions for interested parents and carers.

Parent/school relations continued to be highly valued at Yeppoon State School in 2016. For this reason teachers and Administration staff took every opportunity to discuss individual student educational progress and wellbeing. Teachers made regular telephone calls to parents to discuss student successes or areas of concern as they arose. Parents were encouraged to visit their child's class regularly to view student work. Parents were strongly encouraged to bring any concerns to the attention of class teachers or Administration staff promptly so that any issues could be resolved quickly.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The School delivers a Virtues Program which has been adapted from the book: Popov, L. "The Family Virtues Guide" (1997). This book provides simple ways to bring out the best in our children and ourselves and is a multi-cultural and interfaith handbook. Altogether there are 52 virtues.

The School also has a PBL focus each week which is discussed in each class as well as on Assemblies.

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	38	26	29
Long Suspensions – 6 to 20 days	1	1	1
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

At Yeppoon SS we take very seriously our responsibility to the local environment. Students are enlisted in a range of programs that both educate the school community and assist in reducing the School's environmental footprint. – These programs include Landcare, Waste Warriors, and environmental action camps and excursions.

Infrastructure and policy within the school reflect our desire to reduce our environmental impact including irrigation of ovals with treated potable water, energy efficient lighting, water tanks, solar panels and policies regarding air-conditioning usage. Electrical usage increased significantly with the consistent usage of the Resource Centre and Multi-Purpose Hall which were constructed under the Building Education Reform project, classroom up-grades through the National Schools Project and instillation of security lighting throughout the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	205,707	0
2014-2015	188,931	11,899
2015-2016	159,476	4,921

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.

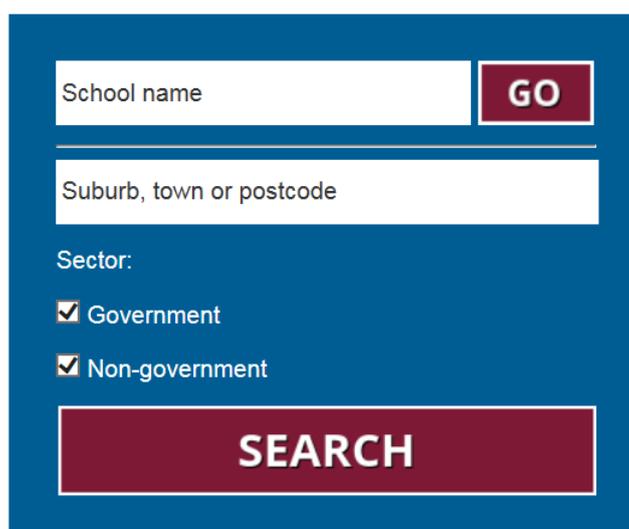
School Funding

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



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	27	20	<5
Full-time Equivalents	23	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	6
Bachelor degree	16
Diploma	3
Certificate	0

*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 \$7100

The major professional development initiatives are as follows:

- Literacy
- Writing
- Peer Coaching
- OneSchool Functionality
- Network/ Cluster
- Wellbeing
- Australian Curriculum
- Student Support
- Technology

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%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 84% 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).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	84%	83%

*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 or all Queensland Primary schools was 93%.

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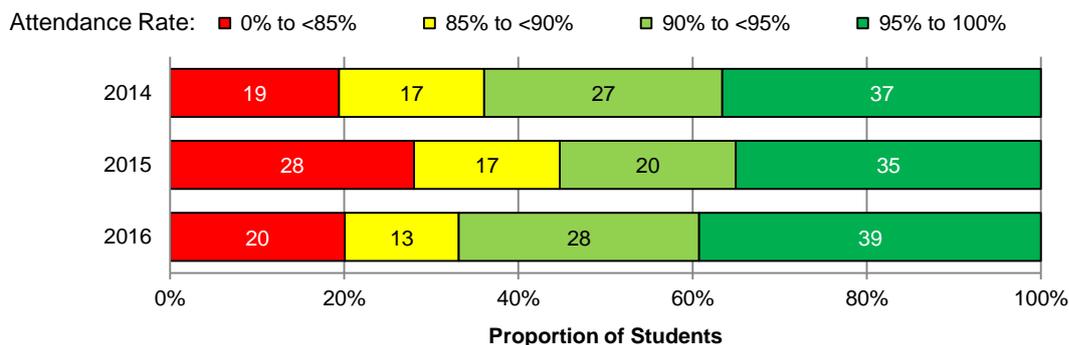
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	89%	92%	93%	91%	91%	87%	88%					
2015	89%	89%	91%	89%	92%	89%	89%						
2016	92%	91%	88%	91%	91%	93%	88%						

*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.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Each class teacher completed an attendance record in the morning and afternoon each day. When a child was late for school the class teacher completed a late note recording the time and reason for lateness. When a child returned from an unexplained absence a note was sent home to the parent asking for a reason to be provided. If a child has developed a pattern of absence, a number of consecutive unexplained days or has a significant number absences, contact was made with the parents. This contact was by telephone in the first instance and was followed up by a letter if the absence was continued. Parents were encouraged to meet with school Administration staff to discuss the issues that were impeding attendance. Same Day Reporting was introduced in Term 4, 2016.

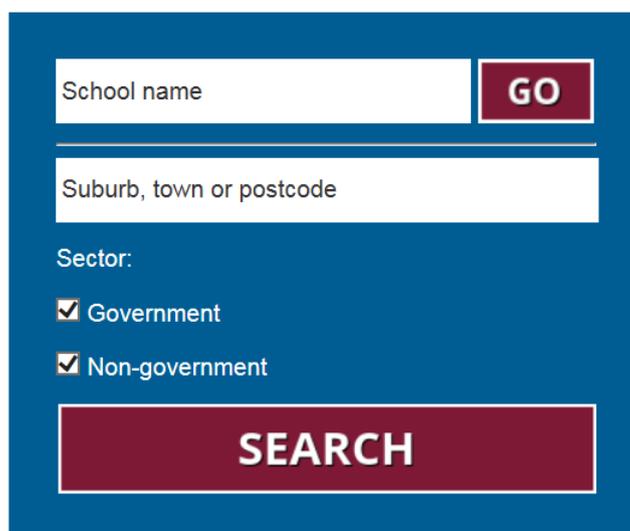
Regular newsletter items outlined the importance of regular attendance. At the end of year students with 100% attendance received a reward. In 2016 additional encouragement rewards were also implemented to encourage increased student attendance.

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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 NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.