



DO OUR BEST

Benaraby State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

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<b>Contact person</b>	Acting Principal – James Morley

# From the Principal

## School overview

Set in a peaceful country setting 20 kilometres south of Gladstone in Central Queensland, Benaraby State School caters for the academic, sporting, cultural and artistic needs of its 115 friendly students. Our spacious and well maintained grounds boast one of the best school sports ovals in the district, as well as two modern playground areas. Each large classroom boasts an interactive whiteboard and our computer to student ratio is better than 1:5. Our school motto 'Do Our Best' is reinforced through the Positive Behaviour for Learning Program. Benaraby School has a well-developed musical and performing arts program, including instrumental music.

## School progress towards its goals in 2018

Strategy: Building Capable Learners			
Actions	Targets	Timelines	Responsible Officer/s
Utilise I4S funding to provide intensive support for p-2 students who are not progressing according to their year level within the national curriculum.		Term 4	Principal
Explicitly teach resilience and learner behaviour expectations through 'You Can Do It' program	100% of students	Ongoing	Principal and class teachers
Professionally discuss and review NAPLAN and A-E data to determine how to improve results	>60% of students U2B	Semester 1	Principal and class teachers
Utilise NAPLAN term plan for skills to be taught and reviewed	100% students > NMS	Term 1 and 4	Principal and class teachers
Exemplars for A student responses for assessable items to be displayed in classrooms.	100% teachers	Ongoing	Principal and class teachers
Student feedback following assessments		Ongoing	Class teachers
Utilise I4S funding to provide OT support for prep to year 2 students through a daily gross motor skills program		Ongoing	
Strategy: To improve student outcomes in reading and writing			
Actions	Targets	Timelines	Responsible Officer/s
Review the whole school reading and writing framework—with respect to literacy continuum	80% students C or above	Term 1	Principal and class teachers
Utilise I4S funding to purchase teacher aide time for daily before school reading and in explicit reading instruction – what this should look like in all classes.	80% students at age equivalent	Term 1	Principal
Explicitly teach comprehension strategies (including inferencing) as whole class and in ability groups.	80% of students C or above	Ongoing	Principal and class teachers
Map student progress using Early Start and the literacy continuum	80% of students at age equivalent	Ongoing	Principal and class teachers
Align explicit teaching of reading and writing within the curriculum. Students writing narratives are reading and comprehending narratives.	80% students C or above	Ongoing	Principal and class teachers

Utilise marking grids for all writing genres	Year 2 and above	Ongoing	Principal and class teachers
Embed whole school approach to writing with explicit focus on the components of a balanced writing program with common language to ensure consistency of practice across year levels and continuity between year levels.	100% of students > NMS	Semester 1	Principal and class teachers
Twice each term discuss student progress, assessment and moderation tasks. In all curriculum areas. Display work samples in the library and in the classroom.	80% of students C standard or above	Semester 1	Principal and class teachers
Provide mentor/coaching opportunity for staff within the school on using marking guides	All staff involved	Monthly	Principal
<b>Strategy: Improve Student Outcomes in Numeracy</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Maintain emphasis on improving student knowledge of addition and multiplication facts in number	80% A-C	Ongoing	Principal and class teachers
Explicitly teach problem solving skills and higher order thinking across the school – problem solving ability groups	80% of students U2B		Principal and class teachers
Continue to collect weekly test data to inform teaching, give feedback and for follow up teaching	80% A-C		Principal and class teachers

### *Improvement Priority: Attendance*

<b>Strategy: Highlight the importance of attendance in achieving educational outcomes</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Five weekly reminders of attendance rate to be published in the school newsletter	95%	Twice a term	Principal and
Class monitoring of individual attendance – class data wall	100%	Weekly	Principal and class teachers
End of term awards for 100% attendance	Greater than 20 students	Each term	Principal and class teachers
End of year awards for 100% attendance	>5 students	Yearly	Principal and class teachers
Review school attendance policy		First term	Principal and class teachers
The value of attendance explicitly taught as part of behaviour expectations	95% attendance	Each term	Principal and class teachers
Students to be familiarised with the attendance policy		Each term	Principal and class teachers
Track absence reasons -include discussion as part of PBL	100% explained absences	Every 5 weeks	Principal and class teachers
Develop and implement strategies to deal with poor attendance	< 85% attendance	Term 1	Principal and class teachers

## Future outlook

### Improvement Priority 1. Curriculum Management within the school

Targets		
Develop a Whole School, Curriculum, Assessment and Reporting Framework with an assessment schedule and an external and internal moderation plan		
<b>Strategy:</b>	WSCARF reviewed and updated	
Actions	Timeline	Responsible Officer(s)
Collaborate with staff around best ways of working with curriculum delivery in multi-age setting	Term 1	Principal
Recognise C2C as a tool to implementing the Australian Curriculum but not as the educational plan for the school	Term 1	Principal
Ensure alignment to Australian Curriculum in all 8 Learning Areas.	Term 2	Principal
Develop a whole school approach, refraining from repetition across year level junctures to ensure vertical alignment of the curriculum.	Term 2	Principal
Implement across the school	Term 3	Principal, Year Coordinator
<b>Strategy:</b>	Assessment Schedule reviewed and updated	
Actions	Timeline	Responsible Officer(s)
Develop a clear outline of diagnostic tools used at Benaraby State School	Term 1	Principal
Schedule assessment periods in OneSchool and update data online.	Term 1	Principal
Upskill staff on use of C2C Digital guides in English to allow for assessment tasks in multi-year setting.	Term 1	Principal
Outline summative and formative assessment tasks to be completed and in which terms based on C2C materials. Use of the assessments in place to ensure validity and connection to AC Achievement Standard	Term 2	Principal
<b>Strategy:</b>	Moderation plan within the school created	
Actions	Timeline	Responsible Officer(s)
Development and implementation of moderation etiquette guidelines	Term 2	Year Coordinator
Identify key assessment tasks to reviewed and analysed as a staff.	Term 2	Principal
Operate moderation session and review processes and ways to improve.	Term 2	Principal

### Improvement Priority 5. Transitions

Targets		
100% of students will have the skills and knowledge necessary to make successful transitions between home/kindy and prep and from year 6 to secondary school.		
<b>Strategy:</b>	To establish positive relationships with the secondary school in our catchment area and kindergarten providers to ensure all students are sufficiently prepared to transition to the next stage of their schooling.	
Actions	Timeline	Responsible Officer(s)
Establish formal links with kindergarten providers in Tannum Sands, Calliope and Boyne Island as well as reaching out to local day care centres.	Ongoing	Cherie Creagh, James Morley, Tracey Radmall, Jane Van Der Weide
Establish strong communication between day care/kindy providers to increase familiarity with our school environment and improve attendance at prep induction programs.	Ongoing	Cherie Creagh, James Morley, Tracey Radmall, Jane Van Der Weide
Continue to operate school based pre prep program within the guidelines established by early childhood education.	Ongoing	Cherie Creagh, Tracey Radmall, Jane Van Der Weide
Continue to encourage students with special needs and anxious students to access additional transition days to secondary school.	Ongoing	Juan Esparza Rincon, Jane Van Der Weide
All year 6 students will attend transition days for high school.	Ongoing	Juan Esparza Rincon, Jane Van Der Weide

## Improvement Priority 6. Enhancing data literacy for all teaching staff

### Targets

100% of staff will be confident to review, interrogate and analyse student data

**Strategy:** Allocate time and resources to facilitate regular data discussion and analysis with the school teaching team.

Actions	Timeline	Responsible Officer(s)
Analyse A-E data at the end of each reporting period.	Ongoing	Rebekah Ashdown, Juan Esparza Rincon, Zeah Lane, Tracey Radmall, Jane Van Der Weide, Charlotte Wemmerslager
As a teaching team analyse individual student data twice a term as per the assessment schedule	Ongoing	Rebekah Ashdown, Juan Esparza Rincon, Zeah Lane, Tracey Radmall, Jane Van Der Weide, Charlotte Wemmerslager
Staff to review literacy continuum once per term through school purchased release time.	Ongoing	Principal

**Strategy:** Continue to build teachers' capability to utilise data to create appropriate learning opportunities and enhance differentiated teaching and learning strategies for all students

Actions	Timeline	Responsible Officer(s)
Utilise professional development opportunities to build teacher capabilities - focus particularly with Literacy Continuum and Early Start	Ongoing	Principal
Set achievable and measurable individual student goals aligned to the curriculum.	Ongoing	Rebekah Ashdown, Juan Esparza Rincon, Zeah Lane, Tracey Radmall, Jane Van Der Weide, Charlotte Wemmerslager

### Targets

100% of staff will be confident to review, interrogate and analyse student data

**Strategy:** Ensure the school data plan appropriately informs the school community and reflects students needs.

Actions	Timeline	Responsible Officer(s)
Expand the use of OneSchool, for the collection of appropriate student data including learning goals, diagnostic test results, assessment and behaviour incidents.	Ongoing	Rebekah Ashdown, Juan Esparza Rincon, Zeah Lane, Tracey Radmall, Jane Van Der Weide, Charlotte Wemmerslager
Review weekly data collection of spelling, reading and numeracy to progress student learning	Term 4	Rebekah Ashdown, Juan Esparza Rincon, Zeah Lane, Tracey Radmall, Jane Van Der Weide, Charlotte Wemmerslager

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	91	91	104
Girls	44	41	45
Boys	47	50	59
Indigenous	6	6	6
Enrolment continuity (Feb. – Nov.)	97%	93%	99%

#### 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

Benaraby State School has been the centre of the Benaraby community for over 125 years. Despite this, Benaraby is a 'young' community with housing developments springing up in the area and people moving to the area for a 'tree' change. Students travel by bus from the near-by suburbs of Wurdong Heights and Awoonga Dam Road. The majority of students live within walking distance of the school and utilise paths and bikeways to travel to and from school. A number of students travel from the nearby coastal township of Boyne Island. A number of students travel from the nearby rural community of Calliope and a small number travel from the regional city of Gladstone.

Our students are friendly and caring towards one another. A number of cultural backgrounds are represented in our school community; however, the majority of our students are of Australian origins. Employment is strong among Benaraby families, with a balance between single and double income families.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	16	24
Year 4 – Year 6	27	13	32
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

All students receive instruction through rich and engaging units of work catering to the diverse learning styles and interests of the students (based on the Australian Curriculum). Highly trained teacher aides support all classes in key teaching times to cater for all learning styles and capabilities. Individualised learning plans enable teaching staff to cater for and support all learners to maximise their academic potential. Learning support and intervention/extension for students who are not reaching or are excelling in literacy and numeracy benchmarks.

### Co-curricular Activities

Instrumental Music Program.

School Choir and Recorder Band.

Gem Choir

Community ANZAC Day Commemorative Service.

Under 8's Celebrations.

International competition and Assessment for Schools.

Six-A-Side Soccer Competition

Five-A-Side Touch Football Carnival.

Five-A-Side Netball Competition.

Cross Country and Athletics.

End of term celebration events including Easter Hat Parade, Grandparent's Day and End of Year Concert.

Christmas Concert and Carols.

Camping program from year 4 to year 6

Student Council events and fundraising for charity.

Year 6 Graduation and 'Big Day Out.'

Various cultural excursions throughout the year.

Schools Performance Tours

Science Shows

Annual Country Fair

### How information and communication technologies are used to assist learning

Students in all year levels, including Prep, are afforded weekly tuition in the use of computers. Students use their Information and Communication Technology Skills as part of their studies in the key learning areas to: Research information from the internet, gather data, including digital images, prepare and present information and finished products using generic software applications including Microsoft Word, PowerPoint, Photo Story and Publisher, share information using email, Learn through programs on the computer including Maths Online and Mathletics,

Staff use computers and peripherals to prepare student work, enhance lessons and record and report student progress, Interactive whiteboards are available in all classrooms and other learning areas and are used extensively throughout the school to present learning material to students.

## Social climate

### Overview

Benaraby State School enjoys a reputation as being a friendly, family-orientated welcoming school. We strive to provide:

A consistent school-wide positive behaviour support program where students in all year levels are explicitly taught expected behaviours.

Celebrations of student achievements through weekly awards on parade, in addition to positive classroom behaviour incentives, through our Positive Behaviour school system. Strategies to deal with any bullying issues are addressed through our monthly PBL meetings and consequences or student's behaviour are addressed through the use of One School referrals and staff meetings.

Student and parent access to School Chaplain and Guidance Officer.

Whole school community involvement in the Annual Country Fair.

High level of parent participation in school curricula and extra-curricular activities.

## 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%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	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)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	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)	100%	88%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	88%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	88%	100%
• this school works with them to support their child's learning* (S2010)	100%	88%	100%
• this school takes parents' opinions seriously* (S2011)	100%	88%	100%
• student behaviour is well managed at this school* (S2012)	100%	88%	100%
• this school looks for ways to improve* (S2013)	100%	88%	100%
• this school is well maintained* (S2014)	100%	100%	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.

Table 4: Student opinion survey

sPercentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	100%	100%
• they like being at their school* (S2036)	91%	100%	100%
• they feel safe at their school* (S2037)	96%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	100%
• teachers treat students fairly at their school* (S2041)	96%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	95%	100%	94%
• their school takes students' opinions seriously* (S2043)	96%	100%	94%
• student behaviour is well managed at their school* (S2044)	91%	100%	100%
• their school looks for ways to improve* (S2045)	96%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	96%	100%	94%
• their school gives them opportunities to do interesting things* (S2047)	96%	100%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	80%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	40%
• student behaviour is well managed at their school (S2074)	100%	100%	80%
• staff are well supported at their school (S2075)	100%	100%	40%
• their school takes staff opinions seriously (S2076)	100%	100%	60%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	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

Parents are very much a part of the education of their children at Benaraby State School as evidenced by: Large numbers of parents regularly attending the weekly parade and award-giving ceremony.

Parents assisting with before-school reading.

Very high levels of attendance at Parent Information Sessions which are held at the beginning of the school year.

Very high levels of attendance at Parent-Teacher Interviews which are held at the end of term one and in term three, or by request.

School and class newsletters keep parents informed of school and class events, curriculum and pedagogy. Additionally, parents are actively involved in operations of the school through:  
Organising and running the

Annual Country Fair (major fundraising event); Active participation in the Parents and Citizens Committee, Tuckshop Committee and Fair Committee; P&C organising and/or supporting a range of social activities including awards night, end of term celebration events, graduation and break up day activities. Parents are encouraged to be involved in coaching and refereeing sporting teams in our annual soccer, netball and touch competitions.

## Respectful relationships education programs

The school has developed and implemented a program or programs through health and physical education lessons that focus on appropriate, respectful and healthy relationships. Lessons include developing students' knowledge and skills to be able to resolve conflicts without violence and to recognise, react and report when they or others are unsafe, improved knowledge of cyberbullying and knowledge of the school rules and steps involved in dealing with cyberbullying. Students are supported with pastoral care programs conducted by the school chaplain.

## 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	0	0	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Benaraby State School helped to reduce our ecological footprint by using scrap food around the school to feed our cleaner's and several students' chickens and a paper recycling program has been introduced in all classrooms and the office area. There continues to be a significant reduction in electricity usage. Staff and students continue to be encouraged to open windows and doors rather than using air conditioning and fans and to turn off lights and fans when leaving classrooms. The water use for the school has been gradually reduced, however, it continues to be high as we endeavour to ensure our grounds are at an acceptable standard for the many events that are held at Benaraby State School. We are continuing measures to locate and repair water leakage problems and remove trees that have root systems compromising water lines to cut down water wastage through leaking. Drinking bubblers have been replaced with automatic shut off bubblers and sensor taps have been installed in student toilets to ensure taps are turned off after use.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	12,704		
Water (kL)	3,698	1,946	

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.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

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	7	11	0
Full-time equivalents	5	6	0

\*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	
Graduate Diploma etc.*	
Bachelor degree	7
Diploma	
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 \$3067.50

The major professional development initiatives are as follows:

Principal Leadership  
Peer Mentoring and Tutoring  
First Aid and CPR Training

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%	98%	98%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	95%	93%	94%
Attendance rate for Indigenous** students at this school	95%	89%	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

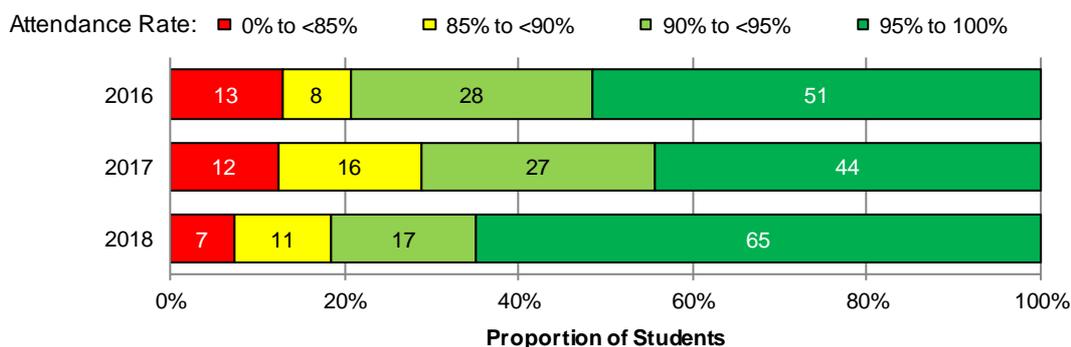
Year level	2016	2017	2018
Prep	91%	95%	94%
Year 1	95%	92%	94%
Year 2	95%	92%	93%
Year 3	95%	95%	95%
Year 4	95%	96%	95%
Year 5	96%	92%	95%
Year 6	95%	89%	92%

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.

Rolls are marked using the appropriate codes at the beginning of the school day and prior to the beginning of the afternoon session on One School.

Teachers are to alert the administration officer or delegate when student is absent and a message is sent to seek an explanation for absence. Teacher alert the principal if a student has an unexplained absence for more than 3 consecutive days. The Principal or delegate then makes contact with the Parent in regards to absence. Absentee procedures and communication processes for parents to use are discussed during student enrolment and made public during the school year through newsletters.

When a student is absent or plans to be absent for more than 10 consecutive days the parent negotiates with the Principal to make an alteration to the student's educational program.

The school implements procedures documented in Enforcement and Compulsory Schooling and Compulsory Participation should the school become aware of a student being absent for more than 10 days without a satisfactory reason.

Student attendance rate is reported to parents on a 5 weekly basis. Students with excellent attendance are recognised at the end of each term and at the end of the school year.

## 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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#)   [NAPLAN](#)   [Attendance](#)   [Finances](#)   [VET in schools](#)   [Senior secondary](#)   [Schools map](#)

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.