

Narangba Valley State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Narangba Valley State School opened in 2005 and provides quality education for all students from PREP to Year 6. Our school has grown to approximately 1110 students in 2016. Our motto of "Believe in Yourself and Achieve your Best" forms the foundation of our philosophy of learning. Students at Narangba Valley State School strive and excel in areas of academia, leadership, sport, citizenship and the Arts. We offer diverse, inspirational and quality educational experiences and opportunities that recognise and value the individuality and uniqueness of our students.

High expectations ensure a clear focus on learning. Our main focus areas are English, Mathematics and Science. Our PREP to Year 6 curriculum encompasses the Australian Curriculum for English, Mathematics, Science, History, Geography and Health & Physical Education and the Essential Learnings of Technology, The Arts and Languages other than English (Japanese). Information Communication Technology is taught as a cross curricular area of learning. Further curriculum offerings include: Instrumental Music, Strings and Multi, AFL and Netball Developmental Programs, Transition Programs with our local high schools, Choirs, Opti-minds, Science Expos, Leadership Programs, Public Speaking and a variety of lunchtime clubs: Robotics, Origami, Good Games etc. We offer camp opportunities in Years 5 and 6 with a focus on leadership. Our very popular playgroup operates one morning a week and caters for children 0 to 5 years old. 2014 saw the introduction of our Science Maths Academy for Years Four to Seven. This unique opportunity has been developed in conjunction with local primary schools and Narangba Valley State High School.

Our school values are embedded within school operations and are identified by our 'Frog Five' of Respect, Success, Partnerships, Safety and Care. Our Code of School Behaviour promotes a philosophy that celebrates and rewards students who regularly achieve expectations of the Frog Five.

Our community is very supportive of the school. We have an active Parents and Citizen Association and a large trained volunteer base of parents and community members that help out in many areas of school operations.

Our facilities are modern and well resourced. Facilities include: ICT labs, Student Activity Centre, Community Activity Centre, Hall, Music Block, Resource Centre and well appointed grounds and playgrounds suited to various age groups.

Narangba Valley SS teachers continually access Professional Development opportunities to enhance their already eclectic array of knowledge, skills and talents. The Pedagogical Framework embraced at Narangba Valley State School is the "Art and Science of Teaching (ASOT)" which aims to improve student learning by promoting teacher effectiveness and professional growth. Our school fosters and promotes opportunities for all students to reach their full potential across the curriculum.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

SUCCESSFUL LEARNERS

School Curriculum Quality Learning Environment

- To implement the Australian Curriculum and aligning all strategies, plans and frameworks to ensure consistency, continuity and embedding knowledge, process and practice
- To prioritise our explicit improvement agenda on English, Maths and Science
- To maintain high expectations
- To focus areas include English, Maths, Science
- To differentiate learning in the classroom
- To narrow and sharpen whole school improvement agenda around teaching and learning priorities.

GREAT PEOPLE

Principal Leadership and School Capability Expert Workforce Team

- To maintain a Developing Performance Culture for all staff
- To enhance leadership opportunities and skills
- To support high quality consistent and explicit teaching practices
- To define leadership roles and provide succession training

HIGH STANDARDS

Teaching Practice Effective School Operations

- To develop and enact a pedagogical framework based on ASoT
- To Implement teaching & Learning Audit priorities
- To coordinate planning opportunities
- To analyse data effectively
- To ensure effective use of data team
- To ensure budget allocation reflects needs and priorities
- To refine management processes due to increased demands of school size

ENGAGED PARTNERS

School and Community Partnerships Supportive School Environment

- To celebrate Learning
- To get Ready For Secondary School
- To maintain School Community Partnerships
- To ensure sustainability

The 2016 year began with 1097 students. We expect further growth in enrolments due to housing development in the Narangba Heights area.

Our staff numbers have been maintained at around 125 employees working at Narangba Valley State School. Staff continue to demonstrate professionalism, dedication and commitment, always providing a high standard of education for the children of this community. I am very grateful that staff attend and support all community events and in particular school based celebrations, such as our wonderful book week parade with 100% staff dressed up for the occasion.

We continue to offer a wide variety of programs and opportunities to students so they can excel in their chosen area of talents and interests. Our 2016 NAPLAN results are once again impressive with students



in Years 3 and 5 at or above national minimal standard and mean scores in all ten domains compared to the state and the nation. Well done to all staff for their commitment to improving the already high standards reached at Narangba Valley State School.

The Art and Science of Teaching (ASoT) is a Pedagogical Framework that our school has continually implemented during the last three years. This framework continues to support the success in refining and further enhancing teaching practices in our school.

Here is snapshot of highlights for the 2016 Year:

- 3rd Year as Independent Public School
- Very successful NAPLAN results
- Playgroup (10th year of operation)
- Science Maths Academy continued in partnership with Narangba Valley SHS
- Novas' Year 6 team won the Pine Rivers Netball Competition
- Nova's placed 6th in the Samsung Primary School Netball Cup
- Vipers AFL placed 2nd in Regional Q schools Cup
- Cameron Stelzer Writing Camp
- Three Opti-MINDS teams
- Chaplaincy Coalition Talent Quest
- 4 Day Chaplaincy Service
- RACQ Streets Ahead and Care Flight Helicopter Visit
- Participation in Choral Fest and Fanfare
- Highly successful Choir Recital, Multi and String Performances
- Queensland Police Pipes and Drums, X Factor and Rewards days
- 3rd in the District Cross Country and 3rd in District Athletics "A" schools division
- 19 students were selected in District Sports Teams, 3 students selected in Regional teams and 1 student selected in a State Sports Team
- LEAP Group (Student Council) raised much needed funds through themed dress days for the Salvation Army, the Footy Colours for Cancer Appeal and for Chaplaincy
- Highly successful Under Eights' Day, Easter Hat Parade, Book Fair /Book Week Dress Up events
- Well supported 96.5FM Radio Breakfast broadcast from the Oval

Thanks must go to the Parents and Citizens' Association who have again worked tirelessly to fundraise and provide many services for our students. Thanks to staff, parents and students for all their support.

2016 saw the retirement of our highly respected Foundation Principal Mrs Sue Harris. Our school community applauds Mrs Sue Harris for her outstanding contribution to Narangba Valley State School. Her insight, drive, professionalism and commitment has resulted in Narangba Valley SS being recognised throughout the State as a most performing school resolutely focussing on student achievement and well being.

Future Outlook

Empowerment and Alignment

- Embed high expectations for learning
- Further develop an inclusive approach to the education of all students
- Implement the Australian curriculum ensuring horizontal and vertical alignment within and across all year levels
- Embed and monitor the agreed explicit improvement agenda to ensure it is consistently implemented across all year levels with a priority focus on English and Mathematics
- Differentiate classroom learning
- Embed the use of Higher Order Thinking Skills within the curriculum

Accountability

- Coordinate planning opportunities
- Develop data literacies of staff
- Allocate budget to reflect needs
- Develop whole of school Student Feedback Framework
- Explore opportunities for external moderation

Capability

- Support high quality consistent and explicit teaching practices
- Provide opportunities for staff to develop and enhance teaching
- Provide opportunities for coaches and other instructional leaders to further develop their skills
- Encourage and support all aspirational leaders to further develop their skills
- Encourage discussion and reflection on practice in response to students achievement data
- Implement Annual Development Plans
- Embed the Staff Health & Well Being Strategy
- Implement a Staff Induction program

Collaboration

- Enact the Code of School Behaviour
- Encourage Celebrations of Learning
- Enhance School Community partnerships
- Actively encourage sustainability
- Communicate widely with parents in a consistent way to inform them of their children's specific goals and progress

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	1101

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1099	554	545	17	97%
2015*	1103	554	549	22	98%
2016	1099	558	541	24	96%

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

Narangba Valley State School has 97.8% Non-Indigenous students and 2.2% Indigenous Students. 2.4% of the student population have a verified disability.



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	24	24	24
Year 4 – Year 7	25	27	27
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

Narangba Valley State School's curriculum in English, Maths, Science, History, Geography and Health & Physical Education are written to align with the Australian curriculum and our curriculum in Technology and the Arts is aligned to Queensland's Essential Learnings Further implementation of the Australian curriculum in will occur in 2017.

Specialist curriculum delivery occurs in the following:

- Science "prac" lessons in Years 1 through to 5
- Science Maths Academy for students in Years 4, 5, & 6.
- English and Maths Block teaching
- Literacy streaming in Years 5 & 6
- Japanese as our LOTE language
- Working Memory program
- Intervention and Enrichment Programs
- Gross Motor Program for PREP students
- Road Safety program for all year levels
- Middle School Transition program to Narangba Valley State High School
- Coalition partnership with neighbouring primary and high schools – Public Speaking, Talent Quest, Instrumental Music and CO2 Race Day

Co-curricular Activities

The following co-curricula activities are on offer:

- NOVA Netball Development Squad
- VIPERS AFL Development Squad
- Lunchtime Activities: Futsal, Chess, Origami, Science Club, ICT Club, Choir, Good Games, Dance and Robotics
- Years 5 & 6 Camps
- LEAP Student council
- Optiminds
- Under 8s Day
- Student leader attendance at Annual Leadership conference and Brisbane ANZAC Day Commemorations

How Information and Communication Technologies are used to Assist Learning

Information Communication Technology and the use of computers is embedded into all areas of the curriculum. Students' progress through a hierarchy of skills via this cross curricula approach.

Students explore, select and use ICT in the process of inquiry and research across key learning areas. They identify an inquiry focus; plan, conduct and manage searches, and evaluate data and information gathered for relevance, credibility and accuracy. They reflect on and evaluate how ICT has assisted in meeting inquiry purposes and in developing new understandings.

Students have daily access to computers, interactive whiteboards and data projectors via mini laboratories in their lodges, cottages and villas. Classes also have access to two full size laboratories and Information Communication Technology lessons are conducted weekly by specialist teachers.



Some classrooms operate a virtual classroom for parents to have access from home. All classes use cameras, video cameras and a whole range of other new technology devices as they have become available.

iPads are a common classroom resource particularly in the lower school and in the Special Education Program. Kits of iPads have been placed in blocks for everyday use and further kits can also be borrowed from the library.

In addition, we purchased a number of resources to support the introduction of the Australian Curriculum: Digital Technologies Curriculum in classrooms:

- 8 X We Do 2.0kits
- 8 X EV3 kits
- 7 iPads and a charging station
- 1 Robotocs Table for First Lego League competitions

All staff have engaged with Professional development in computational thinking, coding and robotics to gradually build their capacity to implement the Australian curriculum: Digital Technologies curriculum by 2010.

Social Climate

Overview

Narangba Valley State School enjoys a highly supportive community with particular emphasis on student learning and achievement. Our school is very privileged with large numbers of parents who support literacy and numeracy learning through their dedicated and regular offering of classroom teacher assistance. Our school continues to offer in house school accreditation training for parents wishing to volunteer in classes with strong numbers of attendance always supporting the continued running of these courses.

The culture of the school reflects our motto of *Believe and Achieve*. All students are encouraged to do their best at all times and to support each other. Our commitment to students' achievements opens an eclectic array of opportunities and experiences that recognise and value the individuality and uniqueness of students.

Our Code of School Behaviour promotes a philosophy that celebrates and rewards students who regularly achieve school expectations of the Frog Five. The school's Parents and Citizens' Committee is a strong supporter of our community's Code of School Behaviour and has always provided financial assistance to the running of our Rewards Days which celebrate students earning a level A, B and C in their behaviour for the term. 2016 Rewards Days included X Factor, QLD Pipes and Drums Band, Movies and a "Magic" Concert

Our CHILE Program (Choices Health Information and Lifestyle Education) and Personal Development Program complements our Code of School Behaviour and the implementation of the new Australian HPE Curriculum. The combination of these strives to ensure that students have an awareness of health concepts, social skills, choices, conflict resolution and values education.

Buddy classes encourage an atmosphere of care and support for each other along with social skilling lessons in each year level. Due to the many programs implemented in both phases of learning, teachers promote a school wide ownership of pastoral care for our student population.

Our Chaplains offers pastoral care and support for all our community over a 4 day a week service.

All celebrations and special events at the school are well attended by parents. This year we held a disco, a Bush dance, Under 8's Day celebrations, Book fair week celebrations, Twilight Markets and much more. We always have a significant number of parents attending sports days.

Students have expressed a 98% level of satisfaction and parents have expressed a 99% level of satisfaction of feeling safe at school. Narangba Valley State School has a comprehensive Anti-Bullying Policy which includes: Educational Programs, Intervention Programs, and Responses to Bullying and Reporting and Monitoring Bullying processes.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	97%	98%
this is a good school (S2035)	98%	99%	97%
their child likes being at this school* (S2001)	95%	98%	97%
their child feels safe at this school* (S2002)	98%	97%	99%
their child's learning needs are being met at this school* (S2003)	95%	96%	97%
their child is making good progress at this school* (S2004)	95%	93%	97%
teachers at this school expect their child to do his or her best* (S2005)	98%	99%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	93%	93%
teachers at this school motivate their child to learn* (S2007)	95%	97%	94%
teachers at this school treat students fairly* (S2008)	89%	91%	94%
they can talk to their child's teachers about their concerns* (S2009)	95%	98%	96%
this school works with them to support their child's learning* (S2010)	92%	93%	95%
this school takes parents' opinions seriously* (S2011)	88%	92%	92%
student behaviour is well managed at this school* (S2012)	88%	93%	97%
this school looks for ways to improve* (S2013)	95%	95%	97%
this school is well maintained* (S2014)	98%	99%	99%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	99%	100%
they like being at their school* (S2036)	93%	96%	100%
they feel safe at their school* (S2037)	97%	98%	98%
their teachers motivate them to learn* (S2038)	100%	99%	98%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	100%
teachers treat students fairly at their school* (S2041)	91%	96%	94%
they can talk to their teachers about their concerns* (S2042)	94%	93%	97%
their school takes students' opinions seriously* (S2043)	98%	96%	98%
student behaviour is well managed at their school* (S2044)	90%	95%	92%
their school looks for ways to improve* (S2045)	99%	98%	99%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their school is well maintained* (S2046)	98%	98%	100%
their school gives them opportunities to do interesting things* (S2047)	96%	98%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	97%	97%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	88%	94%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	96%	98%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	99%	100%	98%
student behaviour is well managed at their school (S2074)	99%	100%	97%
staff are well supported at their school (S2075)	88%	95%	95%
their school takes staff opinions seriously (S2076)	88%	92%	97%
their school looks for ways to improve (S2077)	97%	100%	98%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	92%	95%	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

We pride ourselves on our very supportive school community with whom we fully engage in all aspects of school life. Striving to ensure we have the best communication we can, we have embraced social media utilising Facebook to communicate school information and organisation to parents. We also built a school APP and launched it free to parents, and the wider community in Term 2, 2016 to provide a platform to further enhance communication. By Term 4, 2016, 95% of parents at Narangba Valley SS had downloaded the APP and were interacting with it regularly.

Parents and community members are warmly welcomed to all school events – weekly assemblies, end of term celebrations of learning, Under 8s Day, Book Week Celebrations, Sports Days etc.

Parent Forums were held twice in 2016. Such forums enabled parents to ask questions about school operations and to learn about the latest initiatives.

We have a strong parent volunteer base with volunteers assisting in Support a Talker, Support a Reader or Writer, fine and gross motor programs and many more. However prior to commencing their classroom support, all volunteers undergo a Volunteer Training Program explain important information concerning confidentiality, Student Protection, Health & Safety, Fire Evacuation and Lockdown procedures

2016 was the third year as an Independent Public school and the School Council continued to have direct input into the strategic direction of the school.

The Parents & Citizens Association continued to be most supportive of school operations and we were most appreciative of their generous contribution towards the ongoing costs of Chaplaincy and Sun Safe Shelters.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	9	11	6
Long Suspensions – 6 to 20 days	0	0	0
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

The following data is sourced from our school's annual utilities returns and is reliant on the accuracy of these returns.

Our school has five rainwater collection tanks to assist with water usage. The ongoing maintenance of the water mains has significantly improved water consumption.

Our forty solar panels have assisted us with efficient electricity consumption as has our Air-Conditioning policy

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	191,234	2,676
2014-2015	298,342	6,168
2015-2016	334,752	726

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

Sector:

Government

Non-government

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	71	31	0
Full-time Equivalents	66	22	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	9
Bachelor degree	52
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 \$20,000.

The major professional development initiatives are as follows:

- Annual Performance Review Planning
- Mandated Training in Health & Safety, Code of Behaviour, Code of Conduct, and Ethical Decision Making, Student Protection, Evacuation and Lockdown Procedures, Keys to Managing Information, Internal Controls and Curriculum Risk Assessment
- Higher Order Thinking Skills
- Mathematics
- Writing
- Moderation
- Reporting
- Digital Technologies
- Essential Skills (Behaviour Management)
- Inclusivity

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.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% 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).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	91%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL

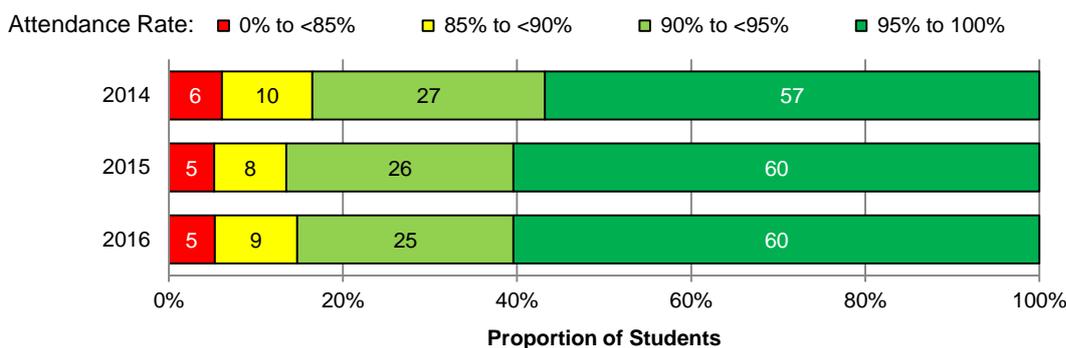
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	95%	95%	95%	94%	95%	93%					
2015	95%	95%	95%	95%	95%	95%	94%	100%					
2016	95%	95%	95%	95%	95%	95%	94%						

*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 DETE 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.

Rolls at Narangba Valley State School are electronically marked twice a day (10.00am and 2.00pm). We have an absence line for parents to leave messages. Paper rolls are provided for relief teachers. Absence data from these classes is then entered on OneSchool.

There are daily checks of electronic rolls and paper rolls and absences are followed up. A weekly printout of absences is presented to the line manager for review.

All unexplained absences are followed up either verbally or initially, with our standard green note reminder being sent home to parents. Phone calls may follow if responses are not forthcoming.

If a child is absent for three days and no notice has been provided, a phone call is made home. Poor attendance will also incur a letter of concern along with interviews with parents. Standard Departmental letters may follow if attendance continues to be unsatisfactory.

Attendance certificates are awarded each term for 100% attendance. Certificates are also awarded to classes with the highest attendance in each Year level, as well as the highest attendance across the school.

In Term 4, we trialled processes to enable us to complete same day reporting- that is all absences are explained on the day of absence. An SMS messaging system is to be implemented in 2017 to fully operationalise same day reporting.

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

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 Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.
