



Griffin State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

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## School Overview

Griffin State School is committed to creating a supportive, innovative learning community where each learner is successful. Our school vision *Anchored in Excellence* articulates a commitment to ensure learners experience quality learning that challenges and enables them to become literate, numerate and curious. In the Griffin community, *Learning is the Work* and we work with conviction to develop each child's character and competence.

## Principal's Foreword

### Introduction

It is with great pride that I present the very first School Annual Report for Griffin State School. Established in 2016, the Griffin State School community worked in close partnership with purpose and passion to create a school that achieves the very best possible for each child by embedding practices that are truly **Anchored in Excellence**.

This report provides a snapshot of the significant achievements of our school throughout 2016. It celebrates and acknowledges many 'firsts' and describes the significant work done by a small but dedicated group of people that includes staff, learners and parents. Their work has been a work of the heart and mind recognising the steadfast belief that nurturing young people with both character and competence, able to capably take their place in an ever-changing world, is our work. This belief is espoused through our school's Values and Learning Priorities:

**Values:** Humanity, Integrity and Grit underpin practices and articulate a desire to nurture young people with character and determination.

**Learning Priorities: Learners at Griffin will be** Literate, Numerate and Curious with programs designed to develop the skills to prepare them for their futures. *Curiosity and Powerful Learning* provides the organisational framework for our work.

In our infancy, careful consideration has been given to ensuring highly effective, evidence-based organisational practices have been created to prepare for anticipated rapid enrolment growth. Timeless traditions have also been established that will take this community into its future.

I trust that you find the information in this report both informative and enlightening.

Vicki Baker  
Founding Principal  
Griffin State School

This report contains an overview of the improvement priorities and performance of Griffin State School in 2016.

### School Progress towards its goals in 2016

#### 2016 Explicit Improvement Agenda:

- Reading
- Inquiry
- Building Staff Capability

#### As a newly established school in our first year of operation, our key achievements for 2016 include:

- Establishment of our school vision, Anchored in Excellence, our values of Humanity, Integrity and Grit and our priorities for learners to be Literate, Numerate and Curious.
- Development of a GSS Whole-school Reading Program.
- Implementation of a dedicated two-hour literacy block and one-hour numeracy block.
- 100% of year three learners at or above NMS in reading and 44% in the U2B.
- Research and review of inquiry as an approach to teaching and learning. Establishment of a school-wide approach to Inquiry-based learning and development of the Griffin State School Learner Tools to build learners' character and competence.
- Implementation of Positive Behaviour for Learning. Development of our school's Responsible Behaviour Plan, behaviour curriculum in the form of a matrix and school-wide processes for acknowledging positive learner behaviour and managing problem behaviour.

## Future Outlook

### 2017 Explicit Improvement Agenda:

- Reading
- Inquiry
- Building Staff Capability

### Our sharp and narrow focus for 2017 includes:

- Implementation of a consistent schoolwide approach to the teaching of reading through the Gradual Release of Responsibility Model.
- Continuing to build the data literacy of teachers through the PLC process, scheduled data conversations, data wall and development of a miscue analysis reading check-in tool.
- Continue to develop effective pedagogical practices with a particular focus on learner goals, learning intention/success criteria and learner feedback.
- Implementation of Professional Learning Communities to build staff capability and focus on a minimum of a year's growth for a year's worth of learning for each child in reading.
- Continuing to embed Inquiry as an approach to teaching and learning in all learning areas.
- Curriculum and Assessment review process to enhance delivery of real-life, authentic learning contexts from Prep to year 6 and focus on evidence of learning and achievement 'for', 'of' and 'as' learning.
- Schoolwide implementation of an attendance strategy to reach a target of 95% attendance and 0% unexplained absences.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	<b>466</b>

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>					
<b>2015*</b>					
<b>2016</b>	306	140	166	12	95%

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

At Griffin State School we embrace and celebrate our cultural and ethnic diversity and focus on each child as a unique individual. Our school population comprises a large number of learners, 13%, for whom English is a second language/dialect, with 5% of learners identifying as Indigenous and 5% as a Student with a Disability. Our newly established school is the heart of a growing community and we have experienced a rapid growth in enrolments from 243 in early 2016 to a current enrolment of 466 learners, even with an enrolment management process. In the near future, we expect a continuing enrolment growth with the prospect of many new housing estates nearing completion in our catchment area.



## 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			23
Year 4 – Year 7			25
Year 8 – Year 10			
Year 11 – Year 12			

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

## Curriculum Delivery

### Our Approach to Curriculum Delivery

At Griffin, we work relentlessly to design and deliver high quality teaching and learning programs that will equip each child with the necessary knowledge, skills, character and competence to be successful learners, confident and creative thinkers and active and informed citizens. We recognise that 'teach' and 'learn' are synonymous and that each member of our community is a learner. Curriculum planning at Griffin encompasses the expectations of the Australian Curriculum and our school context, while authoring the environment to help learners be curious and foster a sense of wonder, engagement and enjoyment in learning. Learning begins with where each child is 'at' and focuses on where they need/would like to 'be'. Our Whole School Curriculum Plan ensures that our curriculum delivery is seamless, developmentally appropriate and both horizontally and vertically aligned within and across year levels. Griffin community members work together to make fair, equitable and ongoing judgements about learners' achievements and use this to inform future learning experiences.

### Our whole school approach to support learning:

To foster a school culture that promotes learning, we:

- embrace a shared belief that each child can and will learn and each teacher can and will teach.
- embrace a shared belief that all members of our school community are learners.
- believe that every learner should be given personal opportunities to progress in their learning.
- reflect our school Values of Humanity, Integrity and Grit in designing and planning learning activities and in our interactions with each other.
- actively encourage high rates of attendance and implement, monitor and review an attendance strategy to promote high rates of attendance.
- embrace parents and the wider community as genuine partners in the life and learning of our school.
- teach expected behaviours explicitly and use consistent strategies to acknowledge positive behaviour and improve problem behaviour.

A whole school approach ensures a cohesive response to diverse learning needs and consistent practice in a culture of ongoing improvement which sets high expectations, monitors learner progress with school-wide analysis and discussion of achievement data, and supports learning with quality teaching focused on improving the achievement of each learner. Our teaching and learning programs are adapted to suit the needs of our school context and our diverse learners and foster a sense of connectedness through real-world purposefulness and problem solving. Our whole school approach to curriculum provision, using a continuum of support, caters for the learning needs of each child.

### Co-curricular Activities

- Optiminds
- IMPACT program
- Instrumental Music
- Ongoing commitment to sport and physical activity through Gala Day interschool sport, Running Club and Athletics Clubs before school.
- Lunchtime clubs including Art Club, Work@Home Club, Chess Club and Documentary Club.
- An outstanding Performing Arts program with an emphasis on drama, music and dance with junior and senior choir and drama club, as well as Creative Dance

### How Information and Communication Technologies are used to Assist Learning

At Griffin State School, a Bring Your Own Device program is in operation, utilising iPads from Prep to Year 6 ensuring that the use of devices for learning is purposefully embedded across all learning areas. Griffin State School teachers believe that the integration of ICT's is critical to our learners being connected with the curriculum and their own learning.

Teachers implement the Australian Curriculum: Digital Technologies to ensure that our learners benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, learners develop knowledge, understanding and skills to respond creatively to current and future needs. Our BYOD program has facilitated:

- An engaging and interactive environment for learning that fosters learners' sense of wonder and curiosity.
- The development of strong links between home and school, allowing continued access to education materials and parents to see daily what their child has been learning about.
- Easier personalisation of learning through access to rich learning resources.
- Learner-directed learning with multiple opportunities available for learners to show what they know and can do.

## Social Climate

### Overview

Our school community has identified three core school values, Humanity, Integrity and Grit which underpin our school philosophy and promote high expectations of responsible behaviour. Staff of Griffin State School insist on three imperatives for learner engagement, that each child:

- ✓ trusts and respects their teacher.
- ✓ has friends at school.
- ✓ has work at their level

All areas of Griffin State School are considered teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We are implementing the research validated 'Positive Behaviour for Learning' framework to achieve our identified social behaviour and academic outcomes. Our school community has identified five Schoolwide Behaviour Expectations to teach and promote our high standards of responsible behaviour, to be:

- ✓ Organised
- ✓ Safe
- ✓ Caring
- ✓ A learner
- ✓ Respectful

Griffin State School is committed to inclusive school practices. Griffin teachers focus on each child as an individual and work with intent to maximise the learning – academic, social, emotional and behavioural, outcomes for each learner. Each learner is supported with suitable adjustments and curriculum provisions to enable them to work, strive and achieve at their level. At Griffin, we set high expectations, value and celebrate diversity and employ high quality, evidence-based teaching practices focused on success for each learner. Our whole school approach directs support to different levels of need. Three layers provide a continuum of support with increasingly focused and personalised teaching and intervention at each successive layer — including increasing levels of adjustments, monitoring of learning and behaviour, and involvement of support staff. At Griffin we identify the appropriate layer of support through the regular analysis of data and ongoing monitoring of learner progress.

#### **Differentiated teaching:**

Differentiated teaching responds to the particular learning needs of each child as a regular, ongoing part of curriculum provision. Teachers vary what learners learn, how they learn and the methods used to demonstrate their learning progress based on performance data, individual learning needs/styles and evidence-based research.

#### **Focused teaching:**

Learners requiring additional support to meet their individual learning needs are provided with focused teaching through revisiting key concepts and/or skills and using explicit and structured teaching strategies. Learners may be given more and varied opportunities to practise skills and have multiple opportunities to achieve intended learning and behavioural outcomes.

#### **Intensive teaching:**

Despite quality differentiated and focused teaching, some learners who are operating substantially below or above year level expectations will require intensive teaching to reduce barriers to learning and engagement. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop sequential mastery of basic concepts, knowledge and skills. At Griffin State School, teachers record details of intensive teaching in Personalised Learning Plans and on our Differentiation of Curriculum and Delivery document.

At Griffin State School we use the Hub Model for the inclusion of support through our highly trained Education Assistants in class rooms to maximise the equitable offering of support to learners. Teachers work together in teams to identify support needs and allocate resources accordingly.

## 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)			94%
this is a good school (S2035)			94%
their child likes being at this school* (S2001)			94%
their child feels safe at this school* (S2002)			94%
their child's learning needs are being met at this school* (S2003)			94%
their child is making good progress at this school* (S2004)			94%
teachers at this school expect their child to do his or her best* (S2005)			94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)			94%
teachers at this school motivate their child to learn* (S2007)			94%
teachers at this school treat students fairly* (S2008)			94%
they can talk to their child's teachers about their concerns* (S2009)			94%
this school works with them to support their child's learning* (S2010)			94%
this school takes parents' opinions seriously* (S2011)			94%
student behaviour is well managed at this school* (S2012)			94%
this school looks for ways to improve* (S2013)			94%
this school is well maintained* (S2014)			94%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)			91%
they like being at their school* (S2036)			89%
they feel safe at their school* (S2037)			92%
their teachers motivate them to learn* (S2038)			97%
their teachers expect them to do their best* (S2039)			93%
their teachers provide them with useful feedback about their school work* (S2040)			89%
teachers treat students fairly at their school* (S2041)			88%
they can talk to their teachers about their concerns* (S2042)			83%
their school takes students' opinions seriously* (S2043)			87%
student behaviour is well managed at their school* (S2044)			79%
their school looks for ways to improve* (S2045)			95%
their school is well maintained* (S2046)			93%
their school gives them opportunities to do interesting things* (S2047)			85%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)			100%
they feel that their school is a safe place in which to work (S2070)			100%
they receive useful feedback about their work at their school (S2071)			100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)			90%
students are encouraged to do their best at their school (S2072)			100%
students are treated fairly at their school (S2073)			100%
student behaviour is well managed at their school (S2074)			100%
staff are well supported at their school (S2075)			100%
their school takes staff opinions seriously (S2076)			100%
their school looks for ways to improve (S2077)			100%
their school is well maintained (S2078)			100%
their school gives them opportunities to do interesting things (S2079)			92%

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

At Griffin State School parents are valued as genuine partners in the learning of their child. We believe firmly that parents and the broader community play a vital role in enhancing the life and learning of our school and in supporting successful learning outcomes for our children. We believe that strong, productive relationships with parents and the wider community are built on a foundation of:

### Communication:

- The use of a range of communication methods including Facebook, Class Dojo, school website, email, text messaging, newsletter and digital signage to keep parents up-to-date with school events.
- Celebrations of Learning at the end of each term for parents to share in their child's learning, celebrate their successes and set goals for improvement.
- Community Coffee events every month to engage parents in the life of our school and build positive relationships between Griffin families.
- Parent education sessions scheduled regularly to assist parents understanding of how and what their child is learning.
- Community Open Day and Parent Information Evening at the beginning of each school year.
- Class newsletters distributed at least three times per term to inform parents of what is happening in class rooms and how they can assist their child's learning.

### Learning Partnerships:

- Building strong relationship with P & C and School Council. P&C plays an active and significant role in bringing our school and community together.
- Involving parents in goal setting discussions with their children at Celebrations of Learning.
- Fostering strong relationships with the wider community to expand opportunities for authentic learning experiences such as Lions Club, Rotary, CWA, school adopt-a-cop and local high school.
- Volunteer induction program for parents.
- Strong relationship built with local early years childcare providers – Early Years Network for successful transition to Prep.

### Community Collaboration:

- Operation of playgroup services through the school.
- Inviting community members to community events at the school such as Open Days, annual Christmas Concert.
- Open school facilities for community use, including sporting groups, community meetings/groups.
- Develop strong links with local community groups such as the RSPCA, Lions Club for fundraising.

### Decision-making:

- Actively encourage parent and community participation in the school P & C.

- Formation of a School Student Council to encourage and facilitate learner participation in decision-making processes.
- Community consultation on formal/informal decision-making, reviews and new school policies.
- Reviews of School Opinion Survey data to inform decision-making.

**Participation:**

- Function for parents to indicate their availability to volunteer through online methods, including parents who are able to help out-of-school hours e.g. contacting books, cutting up resources etc
- Volunteer induction program to ensure parents are aware of responsibilities while volunteering
- Volunteer morning tea to celebrate, recognise and support volunteers
- Advanced notice to parents about major events well in advance so they can plan ahead through a variety of communication methods. Calendar updated regularly on the school website

Our Student Council works actively to promote the importance of community to our learners. The Student Council work across all year levels to organise events which support charitable causes across our community, such as the Lions Club Spectacles Program, RSPCA, Smith Family, Foodbank and Vineyard Mercy Centre. Through these events we foster a sense of real world connectedness in our learners and show them that they can make a positive difference in the lives of others.

## Respectful Relationships programs

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

Griffin State School works in partnership with our adopt-a-cop to deliver elements of the Respectful Relationships program as part of an initiative by the Queensland Police to combat violence, including domestic violence, at the 'grassroots' level, as well as a Protective Behaviours program. Our Protective Behaviours program involves our learners in developing their awareness of their personal safety and the safety of others and how to recognise, react and report when they, or others, are unsafe. Through the Respectful Relationships program our learners build their knowledge and skills to be able to solve conflict without violence, including a strong focus on friendships and how we can acknowledge and handle our emotions and reactions to difficult situations.

## 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			22
Long Suspensions – 6 to 20 days			1
Exclusions			0
Cancellations of Enrolment			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

As an Independent Public School in a PPP partnership, Griffin State School's water, waste and electricity usage is monitored by a team from DeltaFM who have management plans in place to ensure our school minimises its environmental footprint with quarterly checks and regular inspections in all areas of water, waste and electricity usage. All lighting at the school is monitored and an automatic shut-off system is employed where exterior lights turn off automatically in daylight hours and all interior lights turn off automatically outside of school hours.

All toilets, taps and basins have water-saving devices fitted which automatically turn off after a set usage time and all toilets use water from numerous tanks throughout the school. Tank water is also used to irrigate all plants, gardens and the oval in non-daylight hours. Solar panels are fitted throughout the school which feed back into the electricity grid, reducing our overall energy consumption. At Griffin we participate in both a cardboard and toner recycling program to recycle our toner cartridges from all printers and copiers and all cardboard. We continue to work to reduce our environmental footprint by requesting that all lighting/fans are turned off when rooms are not in use during the school day.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014		
2014-2015		
2015-2016		

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

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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	21	14	0
Full-time Equivalent	19	9	0

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	19
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$87 305.46.

The major professional development initiatives are as follows:

- POP Peer Observation Process where teachers have the opportunity to observe practice and give feedback.
- Data conversations to discuss learner achievement and progress – Lynn Sharratt's *Faces on the Data*
- SSP Speech Sound Picture spelling program
- Positive Behaviour for Learning (PBL)
- iTeams – Leadership team

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.			98%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% 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%
The attendance rate for Indigenous students at this school (shown as a percentage).			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%.

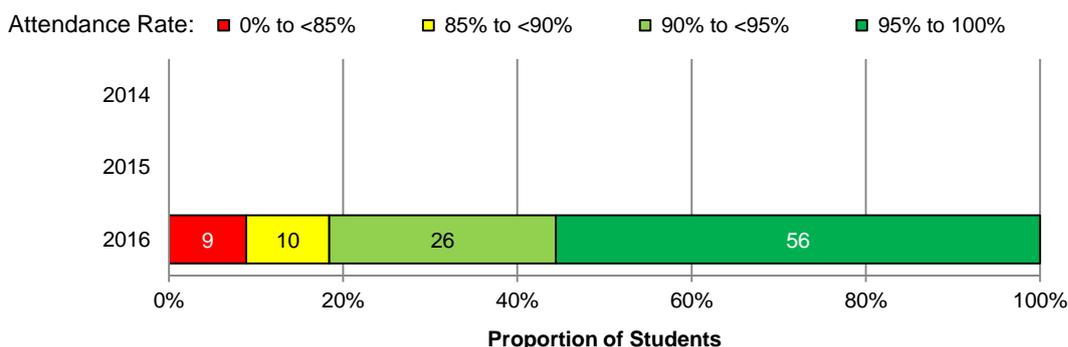
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014													
2015													
2016	95%	92%	94%	94%	93%	96%	93%						

\*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.

At Griffin State School, we believe that high rates of attendance = increased student success. Teachers at Griffin are required to monitor and track daily school attendance, ensuring that all absences have been explained and recorded in OneSchool. This forms part of our commitment to improving outcomes for all learners – every child, experiencing success, every day. Class rolls are marked twice per day by classroom teachers directly into OneSchool.

When a learner is absent from school, the following will occur:

1. Parents will receive an SMS message to notify them of their child's absence and request a reason for this absence.
2. Teachers will monitor their class roll daily and if an absence has not been explained after two days (underlined in red), they will take action to get the absence explained via the communication method best suited to that parent/family.
3. Once the absence has been explained, teachers are then required to enter both the communication and the explanation for the absence in OneSchool using the correct Roll Marking code and listing the type of contact method and reason given for the absence in the comment section.
4. If a learner is absent from school for three consecutive days without an explanation – contact must be made with the parent on the third day. If an explanation is not received, Admin must be notified immediately to make contact.
5. Teachers track learner attendance data (through class dashboard on OneSchool) aiming for a minimum of 95% attendance for your whole class. Any learners with attendance rates below 95% need to be identified with Admin for follow up.
6. Classes with the highest attendance rates and lowest unexplained absence rates are celebrated on Assembly and in the school newsletter and on Facebook.
7. Attendance rates of learners who identify as Indigenous are monitored through our *Indigenous Attendance Strategy*.

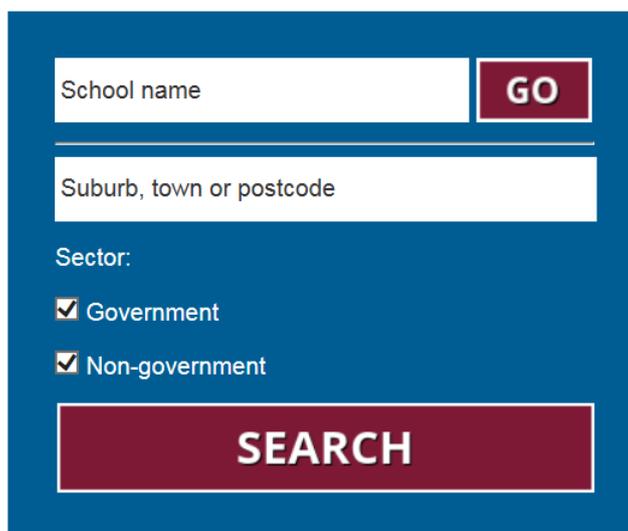


## NAPLAN

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.

