

# Nundah State School

## Queensland State School Reporting

### 2014 School Annual Report



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Contact person	<b>Title of a school-based contact person for further information on</b> Ms Deb Cox Principal

## Principal's foreword

### Introduction

Nundah State School, one of the oldest schools in Queensland, was established in 1865 on the site it currently occupies. The school features a magnificent, heritage listed, main building constructed in the 1930s. The school occupies a central place in the local community and has provided quality education over the decades for the suburbs of Nundah, Northgate, Wavell Heights and Kalinga.

Nundah State School has among the finest facilities of any primary school in Brisbane consisting of a pool, tennis courts, playgrounds, an oval, sporting facilities and the best BER hall in Queensland! Many of these facilities were provided by our active and involved parent body and local community. Community spirit has been a feature of the school for 149 years. We are proud of our school and its important role in the community, producing children set to achieve their potential, confident in themselves and equipped with the personal qualities and skills to live in Australia's dynamic society as co-operative, creative and well-adjusted citizens.

### School progress towards its goals in 2014

Our School Priorities for 2014 were:

- \* Implementation of the Australian Curriculum via Qld Curriculum Into the Classroom (full implementation)
- \* Complimenting curriculum implementation with use of eLearning and digital technologies (full implementation)
- \* Teaching of Literacy and improved student outcomes in Reading and Writing (substantial progress)
- \* Facilities upgrade to create Contemporary Learning Spaces (some progress)

### Future outlook

Our key areas for improvement as defined in the School Implementation Plan for 2014 include:

- \* Implementation of Reading to Learn as a pedagogical process for our whole school approach to teaching Literacy (Reading and Writing)
- \* Expand access to New Technologies including BYOD iPad phase in yr 4-6.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	696	326	370	93%
2013	700	328	372	94%
2014	717	336	381	96%

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body:

Nundah State School has undergone a significant resurgence in the last decade. Enrolments continue to rise and facilities and resources continue to be enhanced. Preparatory enrolments are expected to continue to grow. Enrolment growth has almost reached capacity in 2012, with an enrolment management plan needing to be in place in 2013. Enrolments in June 2013 were 700, and current capacity achieved in 2014 at 725. Our families are a genuine representation of the multiculturalism of Australian Society. They are from all occupations including skilled tradesperson to professional/semi-professional. Complex and broad range of family backgrounds, religious beliefs, ethnic origin, and socio-economic status.

- With strong parental support for education, our students have a positive attitude to school and are motivated to ensure learning is a high priority. This positive attitude to school is reflected in academic effort awards (88% of students).
- 25% of our students are from language backgrounds other than English, with 40 nationalities other than Australian represented in our student population.
- A high proportion of students are demonstrating self-managing behaviours (97%)
- Approximately 5 students are from Indigenous backgrounds.
- Students with disabilities are integrated across the school within their peer age cohorts, and are supported by one additional teacher. There are approximately 14 students at the school who have been diagnosed with or are involved in a diagnosis process for a disability. These disabilities range across all categories — SLI (speech language impairment), HI (hearing impairment), and mainly ASD (autistic spectrum disorder).
- While there is some student mobility (mainly interstate and overseas).
- Many students are the 3rd or 4th generation of their families to attend the school.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	24	24
Year 4 – Year 7 Primary	23	24	21

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	29	14	6
Long Suspensions - 6 to 20 days	4	2	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

Nundah State School continued its focus in the area of literacy and adopted a whole school pedagogical approach in the teaching of reading and writing. The Reading to Learn pedagogical process uses high quality texts and enables all students in the class to access these texts to use as models for quality writing. Students are taught to read these texts in depth for meaning and purpose. Reading to Learn is implemented in the learning area of English. In conjunction with the Reading to Learn time each day, teachers also make use of a dedicated allocated time to explicitly teach comprehension strategies through modeled and shared reading developmentally appropriate to the group.

Other distinctive curriculum offerings at Nundah State School:

- *Australian Curriculum: Mathematics.* Taught through a range of strategies with an investigation focus to apply skills taught in a real world context
- *Australian Curriculum: Science, History and Geography.* We use an inquiry approach to teaching these subject areas, allowing students to investigate through questioning a range of issues and concepts.
- *Australian Curriculum: General Capabilities.* The Personal and Social General Capabilities are interwoven throughout our curriculum and explicitly taught through our social skills program – Play is the Way. It has a values and virtues focus, and builds social skills through a variety of strategies, including pro-social games. The ICT capabilities are also prioritised throughout our curriculum, particularly in years 4-6 which are all iPad classes. Skills are taught, assessed and reported on for all year levels.
- **Specialists Lessons:** Languages – Nundah offers Japanese lessons to all classes in years 4-6
  - Physical Activity – Prep to year 6 classes participate in swimming in Term 1 and 4, and ball games skills in Term 2 and 3.
  - Dance and Drama – Classes in years Prep – 5 all participate in specialist classes teaching the skills of Dance and Drama through The Arts
  - Music – Our music specialist teacher implements the music program for all classes

We customise our curriculum schedules to enable teachers to teach English and Mathematics each day, Personal Development each week, and the rest of the time enables in depth study of one-two other complementary curriculum areas, eg Digital technologies, or Visual Arts and Science.

### Extra curricula activities

Nundah community greatly values the learning that occurs through extra curricular activities. Students are encouraged to participate in a number of engaging activities. Students are offered extra-curricular activities to enhance their academic, social, creative and cultural capabilities. Nundah State School students engage in a wide range of extra curricula activities including:

- **Music String Ensemble:** children meet one morning before school each week to practice as an ensemble. Children are assisted by one of our Instrumental Music Teachers (strings). Children have one instrumental small group lesson once per week. The ensemble is given opportunities throughout the year to play at assemblies and other special community and school events.
- **Music Concert Band:** children in years 5 & 6 meet one morning before school each week to practice as a concert band. Children are assisted by one of our Instrumental Music Teachers (brass/woodwind). Children have one instrumental small group lesson per week. The ensemble is given opportunities throughout the year to play at assemblies and other special community and school events.
- **Music Percussion:** Children in years 5 & 6 are assisted by one of our Instrumental Music Teachers (percussion). Children have one instrumental small group lesson per week. The percussion students are given opportunities throughout the year to play at assemblies and other special community and school events.
- **Music Camps and Band Blitz:** During the year music students will be given the opportunity to attend off site music events such as Band Blitz and Strings Camp. Children are given pieces to practice to perform at the camp. Camps will often conclude with a concert for parents. Camps offered have a high attendance rate from NSS students. Local high schools will offer similar events for the music students.
- **Music / Choirs:** Nundah State School has a large number of children that participate in our choirs. We have Junior Choir, Senior Choir and Boys Choirs. The choirs all meet before or during lunch hours to practice a range of songs. The choirs are given opportunities throughout the year to play at assemblies and other special community and school events.
- **Writer's Circle:** Writer's Circle is a small group of interested writers in Year 4 and 5. It began as an invited group of students, who had been writing as a hobby and were seeking some feedback on their work. Writers meet at once a week to discuss their thoughts about a piece of writing that has been pre-read. The author of the work discusses the suggestions made by the group. The writers group have also investigated participating in writing competitions and events.
- **Robotics:** Robotics Club meet twice weekly. The children build a robot using specified software that enables that robot to move and follow instructions. The children are given an opportunity to participate in the First Lego League competition. This requires them to build a robot according to their own design and program it according to the obstacles on a competition specific mat. They must fulfill a teamwork component during the competition. On the day of the competition the team must problem solve a new aspect of the obstacle course and finally create a presentation to perform in front of a panel of judges.
- **Games Factory:** A group of children who enjoy playing board games meet weekly. The children can choose this quiet lunchtime option and play Monopoly, Pick Up Sticks, Hungry Hippos just to name a few. This activity is supported by two classroom teachers.
- **Old Games:** Children are given the opportunity to learn games that people played in the past such as knuckles, marbles and elastics.
- **Chess Club:** The Chess Club meets every week at lunch time. Students challenge each other to chess matches during the break. The matches are competitive and students show good sportsmanship whether they win or lose. Students have the opportunity to participate in chess tournaments with other schools.
- **Marching Band:** Marching Band meet twice a week before school and at lunch times. The Marching Band students are given opportunities each week to play at assemblies and parade. The band is also given opportunities to perform at other special community and school events. The Marching Band participates in a yearly tattoo event with other local schools.
- **Drama Club:** The students from Years 4 and 5 participate in two separate weekly rehearsals to help develop drama skills and explore their creative side. This club provides a wonderful learning opportunity for the children and a great opportunity to demonstrate the talent that they have to share.
- **Science Club:** The Science Club meets once a week to conduct scientific investigations and do experiments. Science Club has an annual excursion.

- Active School Travel: Nundah State School supports the Brisbane City Council's Active School Travel program. This program promotes sustainable and healthy ways to get to school. These include walking, cycling, scootering, carpooling and using public transport. The children receive stickers when they support this program. When they receive a specified number of stickers they receive prizes.
- ICAS: The ICAS testing is optional for year 2-6. The children have participated in Digital Technologies, Science, Writing, Spelling, English and Mathematics.

#### How Information and Communication Technologies are used to assist learning

2014 saw the implementation of the Bring Your Own Device program across Year Five to establish a contemporary learning environment. Teachers can integrate technology into learning experiences more easily with several educational applications offered by the mobile devices as they are readily accessible.

Mobile devices available:

- 68 ACER tablets
- 26 Lenovo laptops
- 6 iPads per class in Prep, Year 1 and 2 classes
- 15 iPads available in the library
- 20 SEP iPads
- 14 EAL/D iPads

The wireless network was due to be upgraded to 10 mbps, in the final weeks to cater for the increased traffic anticipated by the expansion of the iPad Program 2015. It is proposed that families new to Year 4 and 5 will be invited to purchase an iPad for their child/ren. The expansion of this program is based on the successful integration and application of the iPads into the Year Five program across 2014.

In September, Nundah State School made the initial registration for eSmart Schools to show a strong commitment to ensure our students were educated about CyberSafety. Teachers have continued to develop their knowledge and understanding of contemporary pedagogy through sessions led by the eLearning coach each fortnight. The eLearning Monitors have been a strong presence, especially in the iPad classes. The peer mentoring culture has continued to develop at Nundah.

Teachers and students have continued to access to a diverse range of digital devices, including;

- iPads and iPods
- Tablets and Laptops
- document cameras
- digital cameras
- digital microscopes
- easi-speak microphones
- Bee bots
- Interactive Whiteboards (24 in classrooms)
- Televisions with Apple TVs (8 in classrooms) for wireless connectivity
- 61 Desktop computers in classrooms and the Library.

Many classes have accessed web conferences, chatting with veterans, Kids Help Line online sessions, authors and other students throughout the State.

#### Social Climate

All but two staff, both teaching and non-teaching, have participated in Choice Theory, Reality Therapy and

Lead Management (CT/RT/LM). The course, a Basic Intensive Week, teaches participants a new way of processing the world – one that is offered to replace External Control Psychology. Approximately 20 staff members have chosen to further their study in this theory and committed to the next level of training – Basic Practicum. The second level was completed over a six month period. Fourteen staff have expressed interest in furthering their training to the next level, Advanced Intensive Week. Anecdotal feedback from staff to date is overwhelmingly positive from a personal and professional perspective, contributing to increased staff morale.

All staff, including new staff, have been offered and took up the opportunity of participating in 'Play is the Way' training, a pro-social skills program aligned with the Australian Curriculum General Capabilities – Personal and Social Capabilities and draft Australian Curriculum – Health. The program has been scheduled into all classes timetables and is taught on a weekly basis – 30 minutes of theory and 30 minutes of play based pro-social games. Reporting growth in Personal and Social Capabilities is included in our biannual reports under Behaviour.

Nundah State School utilises its Responsible Behaviour Plan for Students. The RBP explicitly outlines the responsibilities of all stakeholders, behaviours, and consequences. Information about bullying is addressed in our Whole School Responsible Behaviour Plan, Parent Information Booklet, newsletters, whole school parade and assembly.

Gotchas are awarded to students demonstrating one or more of the Nundah State School Values.

Year 3-6 Sporting Program: At Nundah State School students in years 3-6 participate in lunch-time sport twice a week on Mondays and Thursdays. This program provides students with a productive structured program that supports the learning of sporting and teamwork skills.

Chaplaincy Program – Chaplain Anita Crown – appointed Semester 1 – 2014. Her program includes: Rock and Water, Play is the Way, Friends and social skilling (small groups of children withdrawn from class and informally in the playground), supporting in classrooms and working with the school community.

School Climate Measure of Satisfaction by parents/caregivers as per School Opinion Survey

- Parent/Carer: Teachers at this school treat students fairly – 89.4%
- Parent/Carer: Teachers at this school are interested in my child's wellbeing – 87.2%
- Parent/Carer: My child likes being at this school – 95.3%
- Parent/Carer: This is a good school – 91.7%

School Climate Measure of Satisfaction by students as per School Opinion Survey

- Student: I like being at school – 94.8%
- Student: This is a good school – 95.5%
- Student: My teachers care about me – 98.3%
- Student: Student behaviour is well managed at this school – 85.1%

School Climate Measure of Satisfaction by teachers as per School Opinion Survey

- Staff: Student behaviour is well managed at this school – 94.9%
- Staff: I feel confident engaging all of my students in learning at this school – 100%
- Staff: I feel confident managing the behaviour of all of my students in this school – 100%
- Staff: Overall, I feel that teaching at this school is rewarding – 100%
- Staff: I feel that staff morale is positive at this school – 69.2%
- Staff: This is a good school – 100%

**Parent, student and staff satisfaction with the school**

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	96%	96%	94%
this is a good school (S2035)	96%	96%	92%
their child likes being at this school* (S2001)	96%	92%	95%
their child feels safe at this school* (S2002)	92%	100%	91%
their child's learning needs are being met at this school* (S2003)	85%	88%	90%
their child is making good progress at this school* (S2004)	85%	96%	90%
teachers at this school expect their child to do his or her best* (S2005)	88%	96%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	83%	88%
teachers at this school motivate their child to learn* (S2007)	85%	88%	88%
teachers at this school treat students fairly* (S2008)	85%	95%	89%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	93%
this school works with them to support their child's learning* (S2010)	85%	91%	87%
this school takes parents' opinions seriously* (S2011)	79%	80%	76%
student behaviour is well managed at this school* (S2012)	96%	96%	86%
this school looks for ways to improve* (S2013)	89%	100%	90%
this school is well maintained* (S2014)	78%	92%	91%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	92%	95%	98%
they like being at their school* (S2036)	86%	95%	95%
they feel safe at their school* (S2037)	78%	91%	97%
their teachers motivate them to learn* (S2038)	93%	99%	97%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	90%	97%	98%
teachers treat students fairly at their school* (S2041)	74%	85%	91%
they can talk to their teachers about their concerns* (S2042)	74%	93%	92%
their school takes students' opinions seriously* (S2043)	65%	85%	88%
student behaviour is well managed at their school* (S2044)	60%	78%	85%
their school looks for ways to improve* (S2045)	86%	92%	96%
their school is well maintained* (S2046)	85%	93%	92%
their school gives them opportunities to do interesting things* (S2047)	85%	96%	93%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		86%	95%
they feel that their school is a safe place in which to work (S2070)		92%	100%
they receive useful feedback about their work at their school (S2071)		80%	95%
students are encouraged to do their best at their school (S2072)		100%	97%
students are treated fairly at their school (S2073)		94%	100%
student behaviour is well managed at their school (S2074)		74%	95%
staff are well supported at their school (S2075)		66%	90%
their school takes staff opinions seriously (S2076)		61%	90%
their school looks for ways to improve (S2077)		89%	97%
their school is well maintained (S2078)		86%	97%
their school gives them opportunities to do interesting things (S2079)		77%	90%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Nundah State School has a very active and supportive Parents and Citizens' Association. The P&C meet every second Wednesday of each month at 7:00pm. The P&C support Nundah State School through particular sub-committees and a variety of school events throughout the year. These include:

- Uniform Shop,
- Tuckshop,
- On-site Pool (Nundah Sharks),
- Events Committee (Mothers/Fathers Day Stall, Disco, Treat Stall, Trivia Night, Spring Fair, School Ball)
- School Grounds;
- Sports,
- Chaplaincy,
- Music

Parent/Caregiver participation in student learning and the school community is acknowledged and valued. Nundah State School invites parents/caregivers to be part of events such as:

- Parade,
- Assembly,
- Cross Country,
- Chaplaincy Week,
- Education Week,
- Sports Carnivals,
- Special Leadership Presentations,
- Music Events,
- Spring Fair.



We also have Parents/Caregivers involved in our school in the following ways:

- Volunteering in classrooms,
- Supporting and coaching sports teams,
- Attending information evenings for parents/caregivers and interviews related to the reporting process,
- Assisting at excursions and camps if needed,
- Involvement in planning and review processes – Quadriennial School Review, Annual Plan, Budgets,
- Fundraising events e.g, Fact-a-thon, Swim-a-thon, Spring Fair, Treat stall.

Information regarding upcoming events can be found on our website and Skoolbag. If parents/caregivers wish to volunteer for any event they contact our school or P&C.

There will also be many opportunities to participate in classrooms. Communication with the classroom teacher/s in regard to involvement in specific classes is encouraged.

### Reducing the school's environmental footprint

2013-2014 saw electricity consumption rise due to the installation of two electric heat pumps installed for our swimming pool. This enables the pool to be used throughout the year.

The school has also upgraded technology which also has impacted on our electricity usage. The school will be replacing the solar heat pump at the pool therefore this will help to reduce future consumption.

The school uses tank water to water plants and uses drip hoses to minimise water wastage. We have installed in the junior toilets taps that automatically shut off.

The school and its P&C subgroup have planted a lot of vegetation throughout the school gardens to enhance the school environment.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	148,050	3,198
2012-2013	185,594	4,415
2013-2014	192,935	4367

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.

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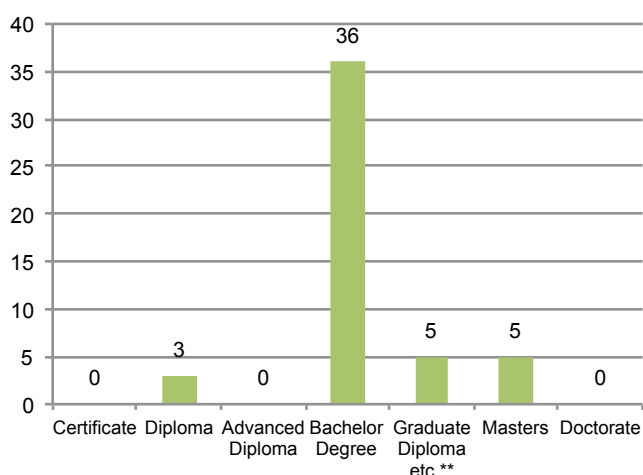
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	49	23	<5
Full-time equivalents	41	14.37	<5

## Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	36
Graduate Diploma etc.**	5
Masters	5
Doctorate	0
<b>Total</b>	<b>49</b>



\*Teaching staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$112, 000.

The major professional development initiatives are as follows:

This year the focus has been on engaging teachers and teacher aides to see themselves as learners. This was in the areas of

- *Reading to Learn Pedagogical Process*
- *Choice Theory, Reality Therapy and Lead Management*
- *Play is the Way (Personal and Social Capabilities)*
- *Putting Faces on the Data*
- *eLearning and iPad PD*
- *Mentoring (QUT)*

The proportion of the teaching staff involved in professional development activities during 2014 was **100** %.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

## 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 2014 school year.

## School income broken down by funding source

School income 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014	QLD SCHOOLS
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	95%	92%

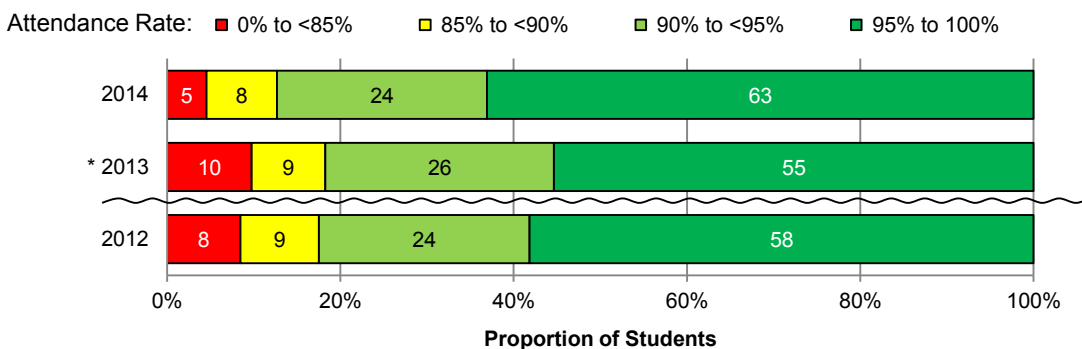
#### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	95%	94%	93%	94%	94%	93%					
2013	93%	94%	95%	94%	93%	93%	93%					
2014	95%	95%	96%	95%	95%	95%	95%					

DW = Data withheld to ensure confidentiality.

#### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### 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.

Roll marking is completed by teachers in OneSchool by 9:30 am and 2:00 pm on all school days and use the departmental flowchart to ensure consistent roll marking procedures.

Parents have a school absentee line number and our Skoolbag app they can use to explain a student absence. Alternatively an email or standard note may also be used. The following is required to be brought to the attention of the Principal:

- if a child fails to return to class after a break or leaves during the day
- if suspect a child is playing truant
- after a child has been absent for three days and no notice has been received.

Should a child be suspected of being absent from school without reasonable excuse the following processes are followed:

- Parents/caregivers are contacted to discuss the situation.
- Required letters and processes are instituted.
- Support authorities are contacted as required.

If there are unexplained absences or a pattern of absenteeism for any student which includes 3 days unexplained, a phone call, email and a letter requesting an explanation for a student's absence is warranted. Continued absences from school will result in the administration team sending written correspondence and the appropriate authorities are contacted. If attendance is still not satisfactory one week later, a member of the school leadership team will send further correspondence under s178(2) of the Education (General Provisions) Act and take reasonable steps to meet with the parents.

We also educate parents/caregivers on the importance of attendance — that “every day counts” via the school newsletter and on our Skoolbag app. Our Wellbeing Team and SWAN Team work closely to monitor cases of absence (<85% attendance, frequent pattern of absence) and have developed processes to address concerns (Learner Attendance Profile). We participated in a regional attendance case study to gain further insights into improving our attendance.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says **‘Search by school name’**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

**Achievement – Closing the Gap**

We currently have eight indigenous students enrolled at our school comprising 1% of our student population. A gap is evident in our indigenous performance on NAPLAN in reading, grammar, punctuation and numeracy. Attendance rates of indigenous students are at 93% which are comparable to our non indigenous student attendance. Key priorities in our four year strategic plan are to focus teaching and learning programs to target indigenous achievement. Indigenous students who have not met school/regional attainment levels have an Individual Curriculum Plan and are supported in achieving their goals by our SWAN (Students with Additional Needs) team.