



North Eton State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

North Eton State School is a small school situated approximately 35 kilometres west of Mackay in Queensland. Our vision is to build confident, happy, self-directed learners in a caring, family environment through supportive yet challenging educational opportunities. When students leave Year 7 we want them to be knowledgeable, skilled, reflective and creative thinkers. We want them to be emotionally resilient youths who are prepared emotionally and socially for the transition to high school and other everyday life challenges. In our multi-age setting, students are encouraged to progress at the rate that best suits their ability rather than set year level programs. Personalised intervention and extension programs are a feature of our regular classroom practices. To ensure a balanced education, a range of extra-curricular activities are offered. These include chess, science engineering challenges, rock band, interschool sporting events, public speaking and whole-school excursions. North Eton State School students have represented our school at state level for chess, Opti-Minds Science Engineering Challenges and a number of sporting events including athletics and basketball.

## Principal's Foreword

### Introduction

North Eton State School has a commitment to catering to individual learning needs and ensuring that our school's vision for "*building confident, lifelong learners in a caring, family environment*" is the key message and core value underpinning all our teaching, learning and communications. Our shared vision is to enable children to reach their full potential in a variety of academic, cultural, social and extra-curricular areas, giving children every opportunity to extend their abilities.

Community plays a large part in providing support and direction for the school vision and is welcomed at all times to be a part of daily learning experiences and school management. North Eton is a wonderful school that boasts a staff who have many years of combined experience in education and who are dedicated to providing students with a caring and supportive learning environment.

Teaching and learning flourish at North Eton State School with the passionate commitment of community, friends and staff who are willing to advance children through carefully directed curriculum goals where children feel comfortable enough to take risks as learners and be proud of their learning achievements by having many opportunities to showcase their skills to the wider community and to promote the excellent outcomes achieved at this school.

At North Eton students are guided towards achieving respect for themselves and others, and are all on a continued journey together. Staff and community ensure that the school has a strong focus and vision for our children and their education to assist them with their immediate learning needs and potential futures.

In 2017 the year was made especially challenging through significant damage from Cyclone Debbie in March. Much of the year was spent in recovery mode while grounds and building repairs were undertaken. During this time the whole school community came together in support of each other and the school.

The School Annual Report provides an outline of the school's continued growth and remarkable achievements for 2017 as well as identifying priorities for 2018. Our School Annual Report will be made accessible to people without the internet, with copies available from our school office and notifications of publication in the school newsletter

## School Progress towards its goals in 2017

Completed	Working towards	Not completed
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### *Improvement priority 1 – Deliver the Australian Curriculum – English with a focus on spelling and writing*

Strategy –, Identify and implement strategies that enhance spelling results and the confidence of individuals as successful spellers

Actions	Targets	Timelines	Responsible Officer/s	Review
Implement Words Their Way (WTW)	100% of students are assessed and working at individual spelling levels	Term 1	Principal Teacher Aide	100% achieved
Provision of professional development for all staff on WTW and spelling strategies	100% of staff are familiar with Words their Way	Ongoing	Principal Admin release teacher  Teacher Aides	100% familiarity 2018 – aim for mastery of concepts for staff
Develop framework and timelines for student goal setting	100% of students can articulate what they are learning in spelling and their next step in spelling	Term 3/4	Principal	100% can articulate but need work on next step – develop visual continuum for display

Strategy – Create a positive learning culture at NESS that encourages all students to engage in opportunities for quality creative and critical writing

Actions	Targets	Timelines	Responsible Officer/s	Review
Embed "Seven Steps to Writing" program so that students gain skills and strength in the writing process and improve their writing ability.	80% of students gain C or better in English narrative writing based assessment tasks	Each term	Principal	Target met Sem 1 – 77% - C Sem 2 – 87% - C or better
Implement a daily writing program to lift and improve whole school writing fluency, ability and engagement.	100% of students are engaged with daily writing tasks	By the end of term 2	Principal Teacher Aides	Daily writing needs more focus
Embed the use of Top Level structure in critical and informative writing tasks.	80% of students gain C or better in English critical and informative writing based assessment tasks	End Term 3	Principal Admin release teacher	Target met Sem 1 – 77% - C Sem 2 – 87% - C

*Improvement Priority 2 – Commence the delivery of the Australian Curriculum – Technologies (Digital Technologies) with a focus on coding.*

Strategy – Setting a foundation for the implementation of digital technologies				
Actions	Targets	Timelines	Responsible Officer/s	Review
Admin release teacher (0.2) collaborate with Teacher Aide to plan and implement Digital technologies with a focus on coding in Yr 3-6.	100% of students in Yr 3-6 are achieve a C or better in digital technologies.	Term 2,4	Admin release teacher (0.2) Teacher Aide Principal	Target met Sem 1 – 100% - C Sem 2 - 100% - C or better
Use regional and outside consultants to provide specialised digital technologies (ICT) professional development to enable teaching and support staff to build to knowledge and skills.	100% of teaching and support staff feel satisfied with their expertise in digital technologies	Term 2,3,4	Principal	Not completed – focus in 2018 SOS – 2017 – Access to PD Staff – 100% agree but 16.7 only somewhat agree More PD for staff on digital technologies

*Improvement priority 3 - Continue to deliver the Australian Curriculum - Maths ensuring that each student can identify their current knowledge and area for improvement in Maths*

Strategy – Identifying and implementing strategies that enhance Mathematical Knowledge and understanding				
Actions	Targets	Timelines	Responsible Officer/s	Review
Develop and implement individual maths profiles based on the Australian Curriculum – Maths, year level achievement standards.	100% of student have a maths profile	End term 2	Principal	Target met 2018 – look at continuing to link assessment to profiles
Students in Yr 2-6 use maths profiles to highlight current knowledge and areas for improvement in their Maths learning (North Eton SS – Steps to Success in Maths)	100% of students from Yr 2-6 can articulate their maths learning	End term 4	Principal Teacher Aides	Continue to focus on this – not enough done

## Future Outlook – AIP – 2018 - Progress Jan – June 2018

### ***Improvement Priority 1 – Continue to deliver the Australian Curriculum – English with a focus on spelling and writing***

**Strategy –, Identify and implement strategies that enhance spelling and writing results and improves the confidence of individuals as successful spellers and writers**

<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Progress Term 1</b>
Develop framework and timelines for student goal setting in spelling. Use of a WTW continuum in the classroom for feedback and goal setting	100% of students can articulate what they are learning in spelling and their next step in spelling Yr 3 – 2/3 U2B – Spelling	Term 1/2	Yr 1-4 Students can articulate what they are learning T2 – Work on what comes next – examine term program
Implement a daily writing program to lift and improve whole school writing fluency and engagement	100% of students are engaged with daily writing tasks Yr 3 – 2/3 U2B - writing	By the end of term 2	Yr 1-4 engaged and enjoying. Preps will join in gradually in T2 and then fully in T3

### ***Improvement Priority 2 – Delivery of the Australian Curriculum – Technologies (Digital Technologies) with a focus on coding.***

**Strategy – Setting a foundation for the implementation of digital technologies**

<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Progress Term 1/2</b>
Admin release teacher (0.2) collaborate with Teacher Aide to plan and implement Digital technologies with a focus on coding in Yr 3-6. Use C2C units to deliver digital technologies curriculum	100% of students in Yr 3-6 are achieve a C or better in digital technologies.	Term 2,4	Teachers to attend to go to Qldtech schools on May 9. for PD. Dig tech being implemented
Use regional and outside consultants to provide specialised digital technologies (ICT) professional development to enable teaching and support staff to build to knowledge and skills.	100% of teaching and support staff feel satisfied with their expertise in digital technologies	Term 2,3,4	RTO and sys tech visit. Consultation regarding dig tech. Purchase of Robots for use on in T2. Yr 3/4- Friday robotics Prep – Thursday Stem time Robotics lunch Thurs

**Improvement Priority 3 - Continue to deliver the Australian Curriculum - Maths ensuring that each student can identify their current knowledge and area for improvement in Maths**

Strategy – Identifying and implementing strategies that enhance Mathematical Knowledge and understanding			
Actions	Targets	Timelines	Progress Term 1/2
Students in Yr 2-6 use maths profiles to highlight current knowledge and areas for improvement in their Maths learning (North Eton SS – Steps to Success in Maths)	100% of students from Yr 2-6 can articulate and track their maths learning	End term 4	Yr 1-4 Students examined maths profiles to identify areas for improvement – These have been displayed on blinds and desks and time to achieve timetabled
Use of high yield and research based strategies in pedagogy respond to the challenges of the 21 <sup>st</sup> century by involving students to use information to solve problems, generate, apply new ideas in specific context to create new links in thinking.	2/3 Yr 3 – U2B Maths	End term 4	<b>Feedback</b> – all <b>Self reported grades</b> – <b>Maths Formative evaluation</b> - Maths – pre and post testing – T1 Naplan – Maths

**Improvement Priority 4 – Develop a community of learning**

Strategy – Use collaboration to develop a community of learning with formal and informal partnerships within the school community and beyond.			
Actions	Targets	Timelines	Progress Term 1/2
Use formal staff meetings to discuss, interrogate and use authentic data to inform decision making.	Fortnightly rotating staff meeting	End term 4	Regular staff meeting are being held on a rotational basis – Scheduled and minuted
Engage school community and develop school pride and involvement.	95% student attendance 100% participation in SOS Improved enrolments	End term 4	T1 attendance – 96%
Continue collaboration and sharing with like schools (Community of Practice)	100% teacher attendance at cluster events	End term 4	Attend cluster meetings.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	14	8	6		100%
<b>2016</b>	10	6	4		91%
<b>2017</b>	19	12	7	1	76%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

North Eton was once the centre for sugar milling in the Pioneer Valley, now, with the closure of the mill, North Eton has become a quiet community with most people working either in Mackay or “over the hill” in the mines. Unfortunately student numbers declined significantly over the past five years due to a number of social, economic and environment reasons, however currently, enrolments are on the increase.

Over 75% of the students who attend North Eton State School reside within the immediate community.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	14	8	14
Year 4 – Year 6		2	3
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The school has a strong focus on English skills with mornings dedicated to literacy development and the middle session of the day focused on Mathematics. Due to the small number of students, attention to each child's achievement is closely monitored with the teacher and teacher aides working closely to promote each child's development. This is reflected in their current progress in school related and systemic tasks. Due to our cohort size we cannot report on student results, however each year we aim to improve the literacy and numeracy outcomes in the school by achieving 100% of students meeting the national minimum standards in the Year 3 and 5 NAPLAN tests.

## Co-curricular Activities

Students are offered a rich variety of academic, cultural, sporting, citizenship and social skills at North Eton State School. Participation in such activities enhances student confidence, builds resilience and develops skills such as teamwork and tolerance – all vital qualities if students are to maximize life's opportunities. Due to the small cohort of students at the school, staff attempts to involve the students in as many activities with other small schools as practically possible.

Activities include:

### ACADEMIC

- Premier's Reading Challenge participation
- Leadership Courses and Conferences
- Transition to Prep Program
- Whitsunday Voices

### CULTURAL

- NAIDOC week celebrations
- Musical Performance (end of year)

### SPORTING

- Pioneer Valley Interschool Sporting Events
- Various sporting trials
- Swimming Lessons

### CITIZENSHIP

- Anzac Day ceremony
- Remembrance Day

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

At North Eton State School students use technology as an integral part of their learning in everyday situations. The computer/student ratio is high, with students being able to access a computer when they need to. Classroom computers are accessed by a server so children have access to working files at all times. There are two Interactive Televisions at the school that allow students to develop their knowledge around keyless technologies and promotes active pedagogy. iDevices such as iPads are also utilised within class time to develop skills in a range of Key Learning Areas

## Social Climate

### Overview

#### Parent, Student and Staff Satisfaction

From data gathered from school opinion surveys, 100% of parents reported that they were either **satisfied** or **very satisfied** with the behaviour of students and thought that their child was treated fairly at North Eton State School. The same numbers of parents were **satisfied** or **very satisfied** that their child was happy to go to this school and with the student discipline at the school during 2017. Parents and staff continued to work together to enhance the learning opportunities provided at our school. Each day students learn and achieve to the best of their ability. Our school remains a happy, safe and stimulating environment for the students.

In 2017, the school had no Disciplinary Absences. As per the school's Responsible Behaviour Plan, we acknowledge that students, staff and parents have responsibilities in regards to being part of the school community. At North Eton State School we foster a Bully Free environment. Staff use positive reinforcement to build self-esteem and assist with providing a safe learning environment in the classroom and playground.

Due to the small cohort at North Eton, each student has an individualised and differentiated program to suit their specific needs. Staff take great care to ensure that the conditions are just right for learning to occur. They treat the well-being and safety of students as paramount importance for students to succeed and achieve. Parents are welcomed into the school and classroom at all times to engage with students and the curriculum. Parents attend open days to celebrate student learning and achievement. Parent-teacher meetings are highly attended and parents and staff communicate through a range of avenues.

## Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	75%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	75%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	DW	DW	DW
they like being at their school* (S2036)	DW	DW	DW
they feel safe at their school* (S2037)	DW	DW	DW
their teachers motivate them to learn* (S2038)	DW	DW	DW
their teachers expect them to do their best* (S2039)	DW	DW	DW
their teachers provide them with useful feedback about their school work* (S2040)	DW	DW	DW
teachers treat students fairly at their school* (S2041)	DW	DW	DW
they can talk to their teachers about their concerns* (S2042)	DW	DW	DW
their school takes students' opinions seriously* (S2043)	DW	DW	DW
student behaviour is well managed at their school* (S2044)	DW	DW	DW
their school looks for ways to improve* (S2045)	DW	DW	DW
their school is well maintained* (S2046)	DW	DW	DW
their school gives them opportunities to do interesting things* (S2047)	DW	DW	DW

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	67%	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	83%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Parents and family members are integral stakeholders within the school community and are invited to play an active role in their child's education. Historically parents have high expectations on their child's learning, the school's curriculum program and the work being done at the school.

In 2017, the school P&C maintained numbers and continued to be very supportive of the school, staff and students.

Parents are involved in transporting and assisting with the supervision of children for various extra-curricular activities such as open days, concerts, culminating activities and classroom support. The P&C also assisted with cyclone recovery work which included working bees and fund to assist with the school's recovery.

Parents and teachers speak to each other frequently with the school's "open door policy". Formal interviews about children's progress are held at regular semester intervals. The P&C are also updated regularly about classroom plans and achievements and newsletters and updates are sent home regularly to foster a strong communication link between home and school.

The school also operates a very successful playgroup for the local community. A large number of young families attend weekly.

## Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful, equitable and healthy relationships. This is being addressed through the Australian Curriculum HPE. The program – which includes the Daniel Morcombe units on personal safety also includes identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. The program also seeks to build a culture that seeks to prevent gender based violence, through the building of respectful 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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

At North Eton State School, staff, students and the community are conscious of the environmental impact the school makes. Rain water tanks are used for drinking and general use, recycling bins are actively used in the classroom and playgrounds, and solar panels are used to offset the power usage.

Future practices have been identified to help supplement those practices already implemented, and thus help to further reduce North Eton State School's environmental footprint

.ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	7,964	
2015-2016	14,273	
2016-2017	77,628	

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	6	0
Full-time Equivalents	1	2	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	1
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 2017 were \$1581.95

The major professional development initiatives are as follows:

- State Principals Conference
- The Writing Book inservice
- Online Training and Webinars for Principals
- Mandated training for all staff including First Aid, Asbestos, Financial Training, Student Protection and Code of Conduct.
- Pioneer Valley Cluster workshops and meetings
- School-based coaching and mentoring
- .

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	96%

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

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	45%		DW

\*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 2017 for all Queensland Primary schools was 93%.

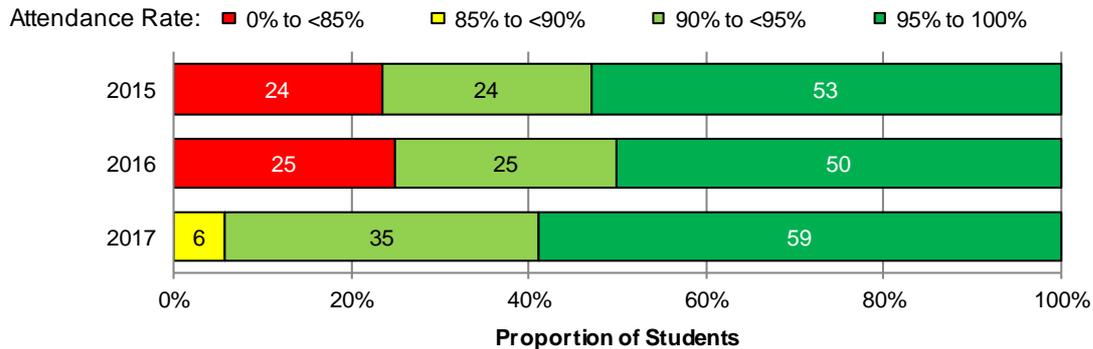
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	97%	95%	95%	98%			80%						
2016	86%	93%		DW	97%								
2017	95%	96%	95%	94%	DW	95%							

\*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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At North Eton State School, we believe that everyday counts. Our school requests that student absences (including late arrivals and early departures) must be accompanied with a note or a phone call from the parent explaining why. The school roll is marked twice a day at 8:30 a.m. and 1:30p.m. Students arriving after this time are marked as late. Absentee codes are kept to record late arrivals, illnesses, and other planned and unplanned absences.

Parents are contacted via text message by 9.30am when a student is absent from school. Long term absences are followed through with letters and personal, direct communications with the principal

## 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.

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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.