



# North Arm State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

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Department of Education



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## School Overview

Our school's ethos 'Life-Long Learning For Heart, Mind and Earth' serves our 400 students, our 280 families and our 60 staff members very well. The North Arm State School community takes pride in its consistently high academic outcomes, broad and challenging curriculum, heritage-style building and our well developed and maintained facilities. The grounds are an amenity for students, and include permaculture gardens, paved and shaded seating areas, an outdoor amphitheatre and community garden complete with sculptures and a life sized chess board. We also take pride in our reputation as a quality school where students and their learning come first. Our 17 classrooms are vibrant and exciting places staffed by quality teachers. Teaching children what they need to know and do to live sustainably has long been an underpinning element of the school's curriculum. Our school is proud to be a member of the Stephanie Alexander Kitchen Garden Program. The Arts is also an important vehicle for student learning. Every student learns music on the Marimba, and the school has strong instrumental music and choir programs. Their love of learning is nurtured through the provision of optional after-school extension programs for Years 3-6 students in the areas of Art, Drama and Coding. Every student benefits from our school's anti-bullying program which aims specially at preventing incidents of bullying and when incidents do occur, ensuring students are able to report and have the issue resolved in a timely manner.

## Principal's Foreword

### Introduction

Welcome to the North Arm State School Annual Report for 2017. This report contains information relating to our school and its policies, along with aggregate data about the student outcomes for all students who were enrolled at our school in 2017.

### School Progress towards its goals in 2017

<b>Actions</b>	<b>Targets</b>	<b>Progress</b>
Use I4S funding to support Master Teacher position full-time.	I4S funding expended by end of year	Implemented
Develop a shared understanding and commitment to developing writing stamina and competency with reference to the general capabilities in the Australian Curriculum and across all Key Learning areas.	Student portfolios demonstrate improvement in every student's writing samples.	Partially completed
Enhance teacher knowledge of Australian Curriculum Writing through deepening knowledge of Achievement Standards and Curriculum Intent.	100% of students can clearly articulate their Writing Learning Goal	Partially completed
Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in writing	85% staff achieving writing goal as identified in DPP by end of year	Partially completed
Provide time for teaching staff to plan effectively for Writing using data to inform the teaching and learning program aligned to the Australian Curriculum	85% of 2017 Yrs 1-5 students improve their on-demand writing score by 1 band (Nov 2016 to Nov 2017)	Implemented
Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices.		Partially completed
Provide opportunities for staff to engage in moderation within the school.		Implemented
Deepen staff knowledge understanding and pedagogical practice of the 4 writing procedures i.e. Modelled Writing; Shared and Interactive Writing; Guided Writing & Independent Writing. Align writing pedagogy to Pearson's Gradual Release of Responsibility Model. Develop student competence in the 4 writing processes of Planning, Drafting, Refining and Publishing.		Partially completed
Align DPP for staff to the writing strategy		Implemented
Provide challenging learning opportunities for students to demonstrate their potential through quality samples of writing.	Every teacher and student to improve	Partially completed
Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention.	Data Planning and Planning meet each teacher, each term	Partially completed
Provide targeted small-group intervention for those requiring additional support to meet national minimum standards.	I4S funding support	Implemented
Provided targeted intervention for those requiring additional support to improve in the U2B.	Students in GENAS Writing to improve by 1 band  2015-2017 Student Relative Gain in R, W & N, similar to SQSS	Implemented
Collect and triangulate Writing data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff.	75% of students achieving A – C in Writing	Partially completed
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings		Partially completed
Promote awareness and understanding of the Writing strategy to all stakeholders through communication channels – school newsletter, website, EIA, parades	100% of parents aware of Writing as the EIA	Partially completed
<b>Actions</b>	<b>Targets</b>	
Introduce an online, positive incentive/reward strategy ('Vivo') for all Years 2-6 students.	11 x Yrs 2-6 classes using VIVO	Implemented
Promote a school culture of high expectations for all student in learning, attendance and behaviour	Attendance to improve from 93.3% in 2016 to 94.3% in 2017	Partially completed

(newsletter, parades, VIVO, P&C Meetings).	Reduce behaviour incidents from 764 (2016) to 500 (2017), and reduce the students involved from 162 (2016) to 100 (2017).	
Increase the range of extra-curricular and lunchtime opportunities for the students. (ie GENAS Drama, Coding, Art, Maths, Writing and the structured lunchtime activities).	50 students attending GENAS Drama & Art classes each 75 students attending GENAS Coding classes 60 students attending GENAS Writing & Maths classes each	Implemented
<b>Actions</b>	<b>Targets</b>	
Employ a critical friend to assist with improving staff wellbeing and morale through a series of professional and self-development activities throughout 2017-2018.	Staff Morale improves from 65% (2016) to 90% (2017)	Implemented
Review the committee structures and decision making processes to align practices to support collaborative and transparent decisions.	Committees to meet at least termly.	Implemented
Establish a Positive Engagement Network, including the leadership team and 2 teachers, to push the agenda forward. PEN to participate in 2 day Positive Leadership Program, and include leadership teams from Caloundra SS, Maleny SS and Palmwoods SS.	Cross-school collaboration 4 times per year, through Best Practice Network.	Implemented
QTU SC Representative to run 'Teachers' Roles & Responsibilities' PD	All teachers to attend	Implemented
Establish new staffroom		Implemented
Clear organisation and communication through weekly overview of events and 'HAPPY SCHOOLS' articles		Implemented
<b>Actions</b>	<b>Targets</b>	
Offer parent participation and understanding of school priorities through a range of Parent Workshops: Reading, Writing, Number and Behaviour	1 Parent Workshop per term, with 25+ parents in attendance	Not yet started
Ensure timely and transparent communication through website, newsletter, facebook, SMS, calendar of events, P&C meetings, class newsletters etc.		Implemented

<b>Actions</b>	<b>Targets</b>	
Establish new Special Education Room.	on time, within budget	Implemented
Complete water storage and pump solution to compensate for lack of fire hydrant.		Partially completed
Construct new Prep Playground		Partially completed
Construct new Covered Play Area		Implemented
Apply for SSS and CGBF grants and advocate through the P&C to fundraise for the expansion and improvement of the school hall.	Hall to be extended and improved	Partially completed
Continue to advocate for a new administration block.		Partially completed

### Future Outlook

Key areas for improvement as outlined in the 2018 Annual Implementation Plan include:

- Building teacher capacity in the area of teaching Spelling
- Continuing to analyze student data to improve student outcomes.
- Improving student attendance to 95%

- Catering for student needs (academic, social and emotional).
- Focusing on improving the results of our students in the Upper 2 Bands.
- Implementing a strategy to demonstrate improved NAPLAN results, particularly in Year 5.
- Implementing the national curriculum.
- Embedding the balanced Reading program.
- Introducing a balanced Writing/Spelling program.
- Developing opportunities for the Master Teacher to work alongside classroom teachers to improve pedagogy in Writing and Spelling.
- Establishing Professional Learning Teams.
- Promoting the whole school improvement agenda of: attendance, spelling and Upper 2 Bands.
- Implementing previous audit and survey results and recommendations.
- Working with our colleagues at local primary and high schools to ensure consistency of program delivery across schools and sectors.
- Continuing to provide opportunities for parents to become part of the life of the school.
- Improving student, staff and parent satisfaction and wellbeing at the school, through a series of professional learning activities and wellbeing strategies.
- Introducing and embedding a schoolwide 'Positive Behaviour for Learning' Approach.

# 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
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	358	161	197	11	94%
<b>2016</b>	376	174	202	16	94%
<b>2017</b>	403	194	209	18	93%

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 Arm's enrolment generally remained stable at around 400 students across Prep to Year 6 in 2017. These students are drawn from the North Arm, Yandina, Eumundi, Coolum Beach, Peregian Springs and Maroochy River areas. Gender percentages in the school are relatively consistent and extensive class selection processes ensure an even spread of talents and abilities in all classes, although some year levels do tend to be either gender heavy. Fifteen students identified themselves as Indigenous. The student population is relatively stable. Our Students With Disabilities Teacher supported approximately 25 students with a disability in 2017, all of which were integrated into mainstream classrooms. Many other students and families were supported by the Student Wellbeing Officer and Guidance Officer. Most students graduating from Year 6 enrolled at Nambour State High School.

### 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	21	22	22
Year 4 – Year 6	26	26	28

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Gradual Release of Responsibility Instructional Model
- Australian national standards
- Visible Learning for Literacy: High Impact Strategies
- Differentiation: Investing for schools; Class differentiation for Upper 2 bands, Middle 2 bands and Lower 2 bands;

### Assessment:

- All teachers use assessment that is designed to meet three broad purposes: 'Assessment for learning' and 'Assessment as learning' which is obtained through diagnostic and formative assessment and 'Assessment of learning' which is obtained through summative assessments
- All teachers follow the NASS assessment and reporting framework to know when set diagnostic and summative assessment tasks are due
- There is a shared understanding of assessment expectations. Moderation occurs 8 times a year, which provides a basis for ongoing discussions to ensure that teachers' judgements about standards within an area of learning are comparable.
- All teachers add to a student's assessment portfolio as they move from class to class.
- Teachers use "Dashboard" to collect and analyse data to inform teaching and learning

### Co-curricular Activities

- GENAS ART classes. Students submit a portfolio of Art work and an Expression of Interest to explain why they would like to be included in the class. The Art classes occur twice a week. One class for years 5 and 6 and one class for years 3 and 4. 25 students maximum. The teacher guides the students through different techniques, encouraging experimentation and creativity.
- GENAS DRAMA classes. Two classes – years 3& 4 and years 5&6. 25 students maximum. The teacher will improve each child's performance and communication skills, raise their self-confidence and increase their level of physical activity as they are exposed to different drama techniques.
- CODING CLASSES. Positions offered on a first-in basis. Two classes – years 3 &4 and years 5&6. 28 students maximum. The teachers expose students to different coding programs where each child creates their own program and learns how coding/ technology is shaping their world.
- Instrumental Music Program – years 3-6. School instruments are provided to students for the first twelve months, after this time students continuing in the program are expected to provide their own instruments. Students participate in an Instrumental Concert Band as they learn how to read notated music, understand harmony and create beautiful music.
- Choir classes for years 3- 6 students. Every Wednesday for half an hour. The students learn modern and fun songs, learn to sing in part harmony and read notated music which will enhance other musical pursuits they may have.

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

At North Arm State School, students develop and apply ICT knowledge, skills to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs throughout all KLA's. Students use ICT to:

- access information
- communicate information and ideas
- conduct research
- create multimedia information products
- analyse data
- design solutions to problems
- and support computation while working independently and in collaboration with others.

At North Arm, ICT is used to support teaching in all areas of the curriculum. Computers as well as providing another medium for students to research, create, edit and present information also provides students with practice in skills and concepts at an appropriate level which increases the student's motivation to learn and hence outcomes. Students at North Arm, develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

## Social Climate

### Overview

The North Arm State School motto of 'Lifelong Learning for Heart, Mind and Earth' is strongly embedded in the culture of the school. The school community works together to provide an environment that is challenging and stimulating, while nurturing the joy of learning. The social and emotional well-being of staff and students is an important aspect of the school. North Arm State School has implemented a variety of proactive strategies during 2016 to ensure the social climate is supportive for all stakeholders.

The school has a variety of staff whose role is to support staff, students and families. These include the Student Wellbeing Officer and Guidance Officer. An example of the programs offered during 2017 included:

- 1) Social Skills programs: various children
- 2) Self-Esteem programs: various children
- 3) Protective Behaviours Programs: all classes
- 4) Individual counselling sessions: on application
- 5) Family Planning Queensland's Sexuality Education Program: Years 5 & 6 students
- 6) Program Achieve 'You Can Do It' (Prep – Year 6): Organisation, Confidence, Persistence, Resilience, Getting Along
- 7) Our Responsible Behaviour Plan for Students encourages the use of a non-coercive approach that builds relationships, encourages self-evaluation and focuses on quality and this helps to develop a positive social climate.
- 8) Our North Arm State School AntiBullying Policy outlines a range of strategies for dealing with Bullying, including: Bullying Surveys (Yrs 4-6) every term, the [bullybuster@ntharmss.eq.edu.au](mailto:bullybuster@ntharmss.eq.edu.au) email address for reporting bullying concerns and restorative practices when things go wrong between children.

## Parent, Student and Staff Satisfaction

### 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)	95%	97%	95%
this is a good school (S2035)	90%	94%	97%
their child likes being at this school* (S2001)	100%	90%	93%
their child feels safe at this school* (S2002)	95%	92%	100%
their child's learning needs are being met at this school* (S2003)	86%	92%	88%
their child is making good progress at this school* (S2004)	81%	94%	90%
teachers at this school expect their child to do his or her best* (S2005)	95%	99%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	94%	95%
teachers at this school motivate their child to learn* (S2007)	95%	92%	91%
teachers at this school treat students fairly* (S2008)	95%	89%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	97%
this school works with them to support their child's learning* (S2010)	90%	97%	96%
this school takes parents' opinions seriously* (S2011)	90%	91%	92%
student behaviour is well managed at this school* (S2012)	90%	87%	81%
this school looks for ways to improve* (S2013)	95%	92%	94%
this school is well maintained* (S2014)	100%	100%	96%

### 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)	90%	94%	93%
they like being at their school* (S2036)	84%	88%	93%
they feel safe at their school* (S2037)	91%	95%	96%
their teachers motivate them to learn* (S2038)	91%	94%	98%
their teachers expect them to do their best* (S2039)	99%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	87%	96%	96%
teachers treat students fairly at their school* (S2041)	78%	86%	93%



Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they can talk to their teachers about their concerns* (S2042)	85%	87%	91%
their school takes students' opinions seriously* (S2043)	84%	83%	87%
student behaviour is well managed at their school* (S2044)	75%	80%	83%
their school looks for ways to improve* (S2045)	87%	92%	93%
their school is well maintained* (S2046)	81%	87%	92%
their school gives them opportunities to do interesting things* (S2047)	84%	88%	92%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	92%	94%	95%
they feel that their school is a safe place in which to work (S2070)	100%	97%	95%
they receive useful feedback about their work at their school (S2071)	91%	77%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	95%	100%
students are encouraged to do their best at their school (S2072)	100%	97%	97%
students are treated fairly at their school (S2073)	100%	97%	92%
student behaviour is well managed at their school (S2074)	96%	84%	79%
staff are well supported at their school (S2075)	88%	74%	74%
their school takes staff opinions seriously (S2076)	77%	63%	76%
their school looks for ways to improve (S2077)	100%	93%	97%
their school is well maintained (S2078)	100%	100%	92%
their school gives them opportunities to do interesting things (S2079)	88%	83%	87%

\* 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

Parent involvement is highly valued and encouraged at North Arm State School. This belief is central to maintaining a strong sense of community in our school setting. Traditionally families are involved in a very hands-on fashion in the lower school, which is greatly appreciated by children and teachers. Some activities that involve parents in their children's education are as follows:

- General classroom help including changing Home Readers and facilitating small group instruction
- Parent and community presentations and learning celebrations
- Support-A-Reader volunteers
- Support-A-Talker volunteers
- Parents and Citizens Association monthly meetings
- Parents and Citizens fundraising activities
- MaD (Making a Difference) Volunteer Program
- Parent and Teacher Information Sessions at the beginning of the school year
- Reporting processes including interviews
- Tuckshop Volunteers
- Stephanie Alexander Kitchen Garden Program – gardening and kitchen volunteers
- Excursion and Camp Volunteers

## Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These include our 'You Can Do It – Program Achieve' program, which focus on the Social/Emotional development of our students and aims to develop the following 5 'Keys to Success': Persistence, Resilience, Organization, Confidence and Getting Along With Others. The school also has its "NASS Anti-Bullying Program" which teaches students how to report bullying when it occurs. From an early age, all students are taught the "High Fives" which provide students with 5 strategies to resolve conflict without violence. Our school Behaviour Expectations Matrix also details our expectations for students regarding our 4 school rules: Be Safe, Be Respectful, Be Responsible and Be a Learner and makes explicit, what these things look like in all settings.

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

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	6	8	20
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

We continue to manage our water usage by repairing any leaking taps as quickly as possible; establishing soaker systems with timers through the school gardens and have regular "Waterwise" discussions with grounds staff and cleaners.

We manage our power usage by keeping all lighting eco friendly and on a timer. All school lighting is automatically switched off at approx 7pm each evening Mon – Friday. Staff are reminded to turn off computers, lights, fans and airconditioning when rooms are not in use. Plantings of shade shrubs are encouraged against western walls to shade and passively cool buildings.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	42,256	11,853
2015-2016	73,024	1,291
2016-2017	57,553	36,134

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

GO

Sector:

Government

Non-government

SEARCH

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	32	23	0
Full-time Equivalents	25	13	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	0
Bachelor degree	24
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$25 286.00

The major professional development initiatives are as follows:

- Growing a Culture of Wellbeing
- The Teaching of Writing
- Professional Learning Teams
- Facilitated Collaborative Planning Days

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.	96%	96%	97%

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

From the end of the previous school year, 88% 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%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	90%	94%

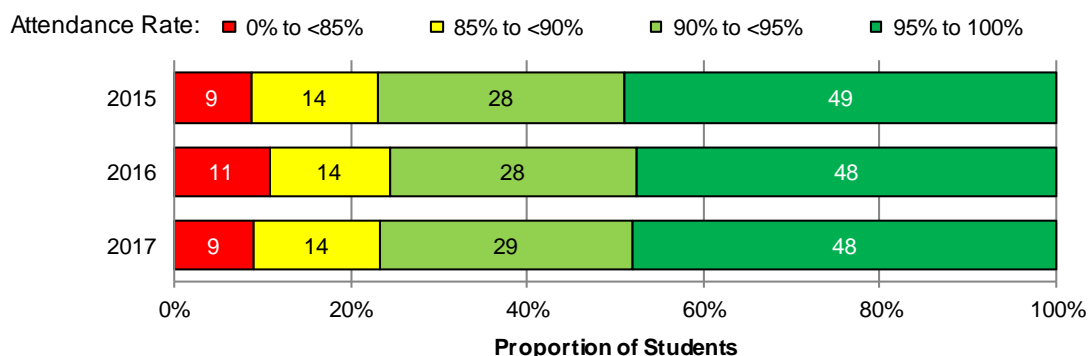
\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	94%	92%	93%	95%	93%	94%	93%
2016	93%	92%	94%	93%	94%	94%	92%
2017	94%	95%	93%	93%	92%	96%	93%

## 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.

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.

Rolls are marked by teachers at 9.00am and 1.45pm each day.

Strategies used to increase attendance include:

Unexplained absences result in an SMS to parents within an hour of the roll being marked.

Non-attendance is followed up with phonecalls, emails and letters, for explanations.

Chronic poor attendance is followed up with emails, letters and parent meetings where necessary.

Positive incentives are established to encourage attendance, including certificates on parade for attendance > 98%.

## 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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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.