

Newmarket State School

Queensland State School Reporting

2013 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

The intent of this report is to provide parents and the wider school community with information that is common for all state and non-state schools throughout Queensland. It provides an overview of the programs and achievements of Newmarket State School during the 2013 school year.

Newmarket is a small but growing inner-city school with a proud history. Excellence in learning and strong community values are two distinctive features of our school. The active role of parents in the P&C and in daily school activities strengthens our community and contributes to the range of opportunities available to our students. The core business of our school is having quality programs to allow students to achieve in the eight key learning areas - and within these programs, a commitment to literacy and numeracy is fundamental.

This report also includes important information about student performance as well as links to further information on the MySchool website.

I trust that you find the information contained in this report about our school of interest. Should you require any further information, please contact the Principal as indicated above.

School progress towards its goals in 2013

2013 was a year of achievement and success for Newmarket State School. In 2012 Newmarket State School completed its four-yearly review (QSR) and 2013 was the first year of the four year cycle.

Our curriculum focus was on implementing the Australian Curriculum in English, Mathematics and Science and History. To assist teachers with this transition, EQ produced C2C units which included lesson plans as well as a range of resources including many digital resources for use on the IWB. We also continued to focus on a new spelling program, 'Words Their Way'. Towards the latter part of 2013, teachers prepared for the implementation of the Australian Curriculum Geography by accessing draft documents. The success of these programs was highlighted in the improved results our students achieved during NAPLAN.

As a school, we were above the State mean for every area in each year level. When compared to like schools, our results were higher in thirteen strands and similar in the other two strands. As an improvement agenda is in place, it was gratifying to see an increase in the number of students in the top two bands in the areas of reading and numeracy in Years 5 and 7 which were the focus areas of EQ. Results were as follows:

Year 3: Reading 46.0%, Numeracy 21.0% in the top two bands.
Year 5: Reading 54.6%, Numeracy 50.0% in the top two bands.
Year 7: Reading 56.0%, Numeracy 50.0% in the top two bands.

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Other highlights were:

Year 3: 100% of students who participated were above the National Minimum standard in every strand.*

Year 3: Writing 58.3% in the top two bands.

Year 3: Grammar and Punctuation 50.0% in the top two bands.

Year 5: Grammar and Punctuation 54.5% in the top two bands.

Our results continue to improve. I attribute our excellent results to: An explicit improvement agenda, dedicated staff, community involvement and a supportive school community.

Towards the end of last term, as part of the Queensland Plan, all of our students participated in a competition where they had to illustrate their vision for Queensland. Three of our students were winners in the electorate. These finalists then competed against winners across the state and NSS produced the state Year 7 winner, winning an iPad, presented by the Premier, for her efforts.

In conjunction with BCC, our students designed and painted the mural at the Enoggera Road bus stop. It depicts what is special about our suburb and our school is highlighted.

Staff continued to undertake professional development programs on adopting a school wide pedagogy, Coaching and mentoring, Students with Disabilities, Differentiation, the Teaching of Reading, One School and the Australian Curriculum. As a staff, we developed a school wide Pedagogical Framework with a strong emphasis on explicit teaching and the work of John Fleming. The staff attended many professional development sessions with John in an effort to further enhance their classroom practice. Our framework will be further developed and implemented in 2014.

On several occasions, staff met with other teachers in the cluster to participate in moderation activities. This gave them the opportunity to discuss and critique student work and to make consistent judgements by matching evidence in student work to the standards.

Another element of QCAR is the Reporting Framework. This was continued with twice yearly written reports to parents on student achievement on a five-point scale (A-E).

Further development was undertaken on our school's Information Communications Technology for Learning Agreement. This plan ensures we have a replacement schedule for all of our IT hardware and a futures plan. It also illustrates how we will prepare our students for the technological rich world in which they live. In 2013, teachers participated in professional development sessions to increase their skills in the use of online literacy programs, the use of iPads and the use of the Learning Place to enhance learning for their students.

Several of our years 6 and 7 students attended the City Cluster High Achievers Program which gave them automatic selection into the Young Scholars Program. This program is offered through the Queensland Academies to provide extension to our high achieving students.

Newmarket State School hosted Creative Sparks – Mini Writers Festival and Mini Scientists Festival. Three of our talented writers from Year 4 attended the writing festival and had the opportunity to work with local author, Julie Fison. They produced an anthology of their work which is available for perusal in the LARC. Four of our students attended the Mini Scientist Festival run by BUEEC.

In the sporting arena Newmarket State School excelled, winning the District Cross Country trophy and also the District Athletics trophy for small schools. We also completed winter sport fixtures in soccer and netball, with our senior netball team finishing undefeated and going on to participate in the Regional Championships. The senior team was victorious, completing the carnival undefeated. This is a wonderful achievement for a school our size.

Musically, our band and choir entertained us on several occasions throughout the year. The choir also had several performances at community events which were well received by the audience.

A number of facilities issues were addressed during 2013. Thanks to the state government, we came back to two sealed car parks after the Christmas holidays! Thankfully, they were both completed prior to the heavy rain. The Year 5, 6 and 7 students moved into the classrooms above the LARC, with new furniture, giving them their own special area. Later in the year, the old library was divided into 2 rooms to prepare for an extra class in 2014. The stairwell under Year 6/7 was enclosed for storage and the sink holes on the oval were rectified. We also now have power available at the sports shed which will be very useful for special events and use of specialised equipment. The major facility upgrade was the new tuckshop/ uniform shop which was partially funded by a community grant with remaining costs met by the P&C. All of these upgrades have greatly enhanced our school and I thank the P&C for their considerable input.

Many school community functions such as AST breakfasts, Welcome BBQ, School Disco, Bush Dance, Easter Bonnet Parade, Book Week Parade, Under Eights Day and Newmarket SS Art show were held over the school year. All were well supported, with the Christmas Concert being the usual highlight. Due to a great team effort, all occasions were enjoyable events for the whole school community.

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Future outlook

STATEMENT OF PURPOSE

Newmarket State School aims to provide excellence in teaching and learning that will enable students to reach their full potential, giving specific attention to cultural diversity with pathways leading to academic, vocational and leisure activities. Our purpose is to provide high quality education that promotes a love of learning, develops judgments and a sense of responsibility. We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

KEY SCHOOL PLANNING PRIORITIES 2014

1. Continue implementation of the Australian Curriculum in English, Science, Mathematics and History. Implement the Geography Curriculum and prepare for implementation of the Physical Education Curriculum in 2014.
2. Implementation of a School Pedagogical Framework which articulates the school's approach to teaching.
3. Continue to use data to inform teaching practice.
4. Develop instructional leadership with a focus on workforce performance.
5. Continue to develop productive partnerships with students, staff, parents and the community.
6. Continue to emphasise the core priorities of Reading, Numeracy and Science.
7. Plan to transition Year 7 to High School.
8. Promote use of ICTs in teaching of reading
9. Implement actions to improve writing
10. Continue to closely engage with BUEEC to improve science and history within the school
11. Introduce a Social Skills Program. - You Can Do It.
12. Build and promote school values that underpin the school operations.
13. The school to pursue environmentally sustainable solutions, with the school's curriculum reflecting this approach.
14. Improvement of ICT infrastructures to enhance integration of digital pedagogy.
15. Continue to develop a professional learning culture development of a whole school "Professional Development Plan"
16. Consolidate and embed differentiation into curriculum
17. Enhancement of whole school Literacy Program through targeted PD and increased resources.
18. Continue to implement the "Words Their Way" spelling program.
19. Early Years future focus- goal setting in Prep to meet the increased rigor of the Australian Curriculum in the Early Years.
20. Continue to implement the Embedding Aboriginal and Torres Strait Islander Perspectives in Schools.

Further development on the use of One School as centralized system for collection of data

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	163	78	85	90%
2012	176	84	92	95%
2013	204	97	107	94%

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

Characteristics of the student body:

Newmarket State School has an effective enrolment of 204 students (July census 2013). These students attend full time in a co-educational setting from Preparatory Year to Year 7. Newmarket State School has a diverse population, with 5% of students having an ESL background as well as 3% International students. There are 13 main languages other than English spoken at home by students, the most common being Filipino (4 students). Of the student enrolment, 3% of students are indigenous. The ICSEA scale for the school community has risen slightly to 1107, with 1000 being average.

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	21	21
Year 4 – Year 7 Primary	26	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	1	0	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings:

In addition to the eight key learning areas of English, Mathematics, Science, Studies of Society and the Environment, The Arts, Languages Other Than English (Japanese), Technology, Health and Physical Education, the school also provide the following distinctive curriculum offerings:

Under 8s Day for preps, Years 1 and 2

Learning Support Program

ESL-English as a second language support for EALD students and international students

Instrumental music programs including: woodwind, brass and percussion

Senior Choir and Junior Choir

Outdoor education/camping program for years 5-7

Leadership camp for Year 6-7

LOTE from Year 2-7 (Japanese)

Swimming lessons in Year 1 -7

Participation in Inter-school sport

Footsteps Dance Program

A Buddy program which connects younger children with older children as mentors

A perceptual motor program for students in Prep- Year 2

Bike Education Program for Year 4 students

Specialist science programs with Brisbane Urban Environmental Education Centre

Arts Council or similar performances each term

Book Fair and Premiers Reading Challenge

Extra curricula activities

A wide range of extra-curricular activities are offered to students including:

Chess Club with coaching from an accredited coach

Morning running club

After school running class on Tuesday

Tennis lessons by an outside provider

Choirs – Junior and Senior

Band

Student Council

Maths Tournament (Year 6-7)

Young Scholars Enrichment Program with Queensland Academy of Creative Industries (Year 5-7s)

High Achievers Program (Year 6-7) at KGSC

Young Writer's Festival (Year 3-5) at Newmarket SS

Our school at a glance

Mini Scientists Festival (Year 3-5) at BUEEC

Outside School Hours Care (OSHC) is run by the P&C and provides a range of stimulating activities for students

Environment Club

Active School Travel

Art Club (Lunch hour activity)

Aus Kick/ Soccer Programs offered after school

How Information and Communication Technologies are used to assist learning

Computers are vital tools in daily student learning. Classes have between three and six computers, which are connected to the internet. Teachers plan activities and major tasks which are enriched by computer technologies. Student research is a key activity along with the creative use of computers to design multimedia presentations, explore digital imagery and learn from educational games. Students are exposed to a range of programs in the course of their learning. A bank of computers is available in the Learning and Resource Centre (LARC) and computer laboratory for student research and games.

During 2010, interactive white boards were installed in all classrooms and have proven to be an engaging tool for all students, with teachers able to access a range of programs. All teachers received laptops in 2008, which are replaced with an updated version every three years. Teachers have access to the wireless network in the staff room and in the new LARC. In 2011, a larger server was installed to cope with the ICTs expansion in the school and to provide a more efficient service. We also upgraded to a faster internet bandwidth for more efficient use of computers in the classroom and teacher and administration access. In 2012, Newmarket SS purchased 12 iPads which teachers in the lower school use in Maths groups and literacy groups. A technology technician is employed for a half day weekly to maintain the network. These developments have provided opportunities to progress teacher learning in ICTs and have greatly benefited students.

Social climate

Although our school is small, it has a diverse range of students in all socio-economic groups. We are also culturally diverse and our students interact with families from all over the world. As there is some degree of transience in the community, students experience a wide range of cultures. Families from these cultures are encouraged to share the richness of their heritage. Our school community is aware of the challenges communities face in other parts of the world and regularly contribute to many worthwhile charities. For the past few years, we have sponsored a World Vision child from Zambia. The Student Council raise money for this worthy cause through Free Dress days held each term.

The community is friendly and welcoming and we encourage mutual respect and support. Newmarket students have a reputation for being friendly and accepting and visiting teachers often comment on our friendly, welcoming staff. A very positive social climate exists in our school as evidenced in our school opinion survey results.

In 2013, 100% of students expressed satisfaction that they are treated fairly at this school.
100% of parents expressed satisfaction that their child is treated fairly at this school.
100% of staff expressed satisfaction that children are treated fairly at this school

In 2013, 100% of students expressed satisfaction that they are safe at this school.
100% of staff expressed satisfaction that this is a safe school.
92% of parents expressed satisfaction that their child is safe at this school.

In 2013, 100% of students expressed satisfaction that student behaviour is well managed at their school.
94% of staff expressed satisfaction that student behaviour is well managed at their school.
92% of parents expressed satisfaction that student behaviour is well managed at their school.

In 2013, 100% of students expressed satisfaction that they are happy to come to this school.
92% of parents expressed satisfaction that their child is happy to come to this school.

Our school at a glance

At Newmarket State School, we firmly believe that all children have a right to feel safe and to learn in a positive environment. All students are explicitly taught the expected school behaviours and receive positive reinforcement for demonstrating expected behaviours. There are very few incidents of bullying as we seek to provide a range of engaging activities in the breaks such as library games, computer club, sport training, music, chess and art activities. High quality supervision is provided in the playground, with clear guidelines about appropriate and inappropriate play and consistent consequences for both. Should a case of bullying occur, the incident is thoroughly investigated and appropriate support and advice is given to all concerned. Our school motto is: 'A Century of Learning and Caring' and members of the Newmarket State School community endeavour to ensure that all students feel cared for in a safe and supportive environment.

Parent, student and staff satisfaction with the school

There are outstanding aspects of the parent and student feedback that we receive. A parent satisfaction rating of **96%** believing that their child is getting a good education is a very pleasing response. Teachers rarely choose to leave Newmarket State School and a good morale exists amongst staff members. This flows on to the community with **100%** of staff members believing that staff and community relationships at Newmarket State School are good. Teachers have high expectations of students and **100%** of students are satisfied that they are getting a good education at this school.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	96%
this is a good school (S2035)	97%	92%
their child likes being at this school* (S2001)	100%	92%
their child feels safe at this school* (S2002)	100%	92%
their child's learning needs are being met at this school* (S2003)	94%	96%
their child is making good progress at this school* (S2004)	94%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	96%
teachers at this school motivate their child to learn* (S2007)	97%	96%
teachers at this school treat students fairly* (S2008)	93%	100%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%
this school works with them to support their child's learning* (S2010)	97%	96%
this school takes parents' opinions seriously* (S2011)	84%	91%
student behaviour is well managed at this school* (S2012)	94%	92%
this school looks for ways to improve* (S2013)	94%	96%
this school is well maintained* (S2014)	100%	92%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	91%	100%
they feel safe at their school* (S2037)	97%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	100%
teachers treat students fairly at their school* (S2041)	100%	100%
they can talk to their teachers about their concerns* (S2042)	94%	95%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Our school at a glance

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	95%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	90%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	85%
their school takes staff opinions seriously (S2076)	78%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	95%

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

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.

Our school at a glance

Involving parents in their child's education

There is a strong sense of school ownership by parents at Newmarket. Parents are involved in a broad range of school activities including classroom help, Active School Travel, Chess Club, Running Club as well as special school days such as the Art Show, Cross Country, Athletics and discos. This is supported by a committed P&C that as well as being involved in school decision making, coordinates help in a range of school activities such as tuck-shop, uniform shop, local media liaison and parent working bees. Parents are encouraged to share their professional skills, interests and hobbies. The school community regularly runs stalls to raise funds to enhance our school programs and school facilities. They are a great example of a community working together for a common goal and are well attended by the general community. The involvement of parents is crucial to the richness of our school community and contributes strongly to the educational experience offered by our teachers.

We believe that a child's education is greatly enhanced when there is a strong partnership between the child, the parent and the teacher. Communication with parents is encouraged through:

- Teacher accessibility
- Parent Information Nights
- Parent/teacher interviews
- Open Days
- End of term celebrations of learning
- Classroom Parent Representatives who facilitate communication between home and school
- Regular School and Class Newsletters

In 2013, **92%** of parents indicated that they were satisfied that they had opportunities to participate in school activities.

Reducing the school's environmental footprint

In 2013, NSS continued with the many environmental initiatives implemented in 2012 such as recycling paper, cartridges, batteries and mobile phones as well as the planting of a vegetable garden, in an effort to reduce our carbon footprint. The diligence of the students and teachers meant that they were able to supply the tuckshop and OSHC with fresh vegetables from the gardens at various times of the year.

Newmarket State School has established a School Environmental Management Plan. Sustainability themes are integrated across the curriculum and the Environment Club. The school has participated in Brisbane City Council programs such as the 'Schools Paper and Cardboard Recycling Trial.' We also participate in the BCC E-waste initiative. Solar panels were installed in 2010 and an additional water tank was installed under the BER program. Most toilets are flushed using tank water. For a number of years, Newmarket State School has participated in the Active School Travel Program thus reducing traffic congestion and promoting a healthy life style.

It is pleasing to see that our use of water has decreased slightly since 2012 however despite the use of solar power, our electricity continues to increase. As a growing school, we have had an additional classroom double classroom in full time use last year as well as a server upgrade which runs twenty- four hours a day. This and the additional learning environments have contributed to the increased use of power. We now have two new buildings used extensively complete with several new computers and security lighting which has further contributed to an increased usage of electricity. The P&C has recently established a committee to collaborate with the school in an effort to reduce usage of electricity.

Our school at a glance

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	53,420	741
2011-2012	60,217	955
2012-2013	71,648	882

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

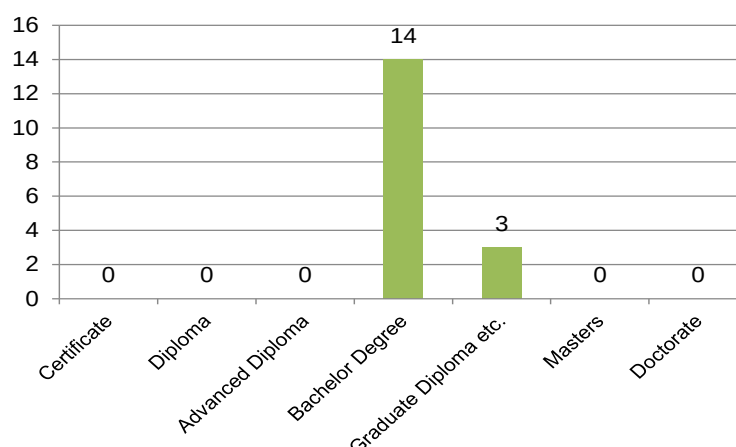
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	17	11	0
Full-time equivalents	11	6	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.	3
Masters	0
Doctorate	0
Total	17



* 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 2013 were \$ 6582

The major professional development initiatives are as follows:

- Workplace Health and Safety
- Implementing the Australian Curriculum using C2C
- One School training- Central Data Collection, Accessing C2C, Risk Assessment, Direct to Marketing
- ACARA – Geography and History

Our staff profile

- Environmental Education
- City Cluster Conference 2013 (Live and Learn – Wellbeing for Learning and Life)
- Review of Responsible Behaviour Plan
- Principals' Conference
- PDN Conference and Leadership sessions
- Australian Professional Standards
- Cluster moderation
- Cued articulation
- John Fleming methodology
- Coaching and mentoring
- Developing a School – wide Pedagogical Framework
- Transition of Year 7 to High School
- Explicit Instruction with a focus on reading
- Strive – Vocab program
- ACARA – Geography and History
- Code of conduct, Student Protection
- Behaviour – Essential skills
- Differentiation
- Data Analysis
- Understanding the ASD student
- Curriculum Assessment and Reporting – Implementing the P-12 Framework
- Assistive technology in tablet devices –iPads
- Supporting students who have suffered from abuse and trauma
- Parent &Community Engagement Framework
- Anaphylaxis Training
- CPR update
- Music in the Middle Years

The proportion of the teaching staff involved in professional development activities during 2013 was 100%

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2013 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

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

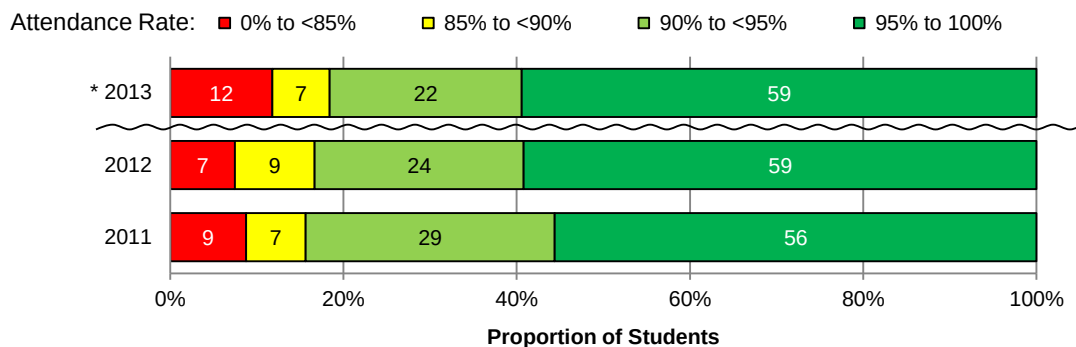
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	96%	94%	95%	94%	95%	96%	96%					
2012	93%	95%	94%	95%	93%	91%	94%					
2013	93%	93%	97%	96%	94%	92%	91%					

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 from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Teachers mark class rolls at the beginning of the day and after lunch break. They keep attendance records and monitor attendance and absenteeism of enrolled students. Parents of children absent without explanation are rung every day after the morning roll marking to ascertain the reason for the child's absence. Teachers alert the principal when a student's absence is unexplained (after three consecutive school days) or when concerned that the explanation may be unsatisfactory.

In some cases the Principal will involve the parent in meetings to discuss unexplained absences where no reason has been provided or the reason provided was unsatisfactory, and provide support to address any issues contributing to the absences. A decision is made about whether a reason offered to explain an absence is satisfactory. A reason will be considered satisfactory if it identifies the absence as an allowed absence. Allowed absences are absences from school for up to 10 days due to illness and absences from compulsory participation allowed under the requirements of the student's eligible option.

When a student is absent, or plans to be absent, for more than 10 consecutive school days for any reason, the parent contacts the school and completes an exemption from compulsory schooling form which is submitted to the Principal. The Principal issues a letter of approval to the parent after consideration of the circumstance.

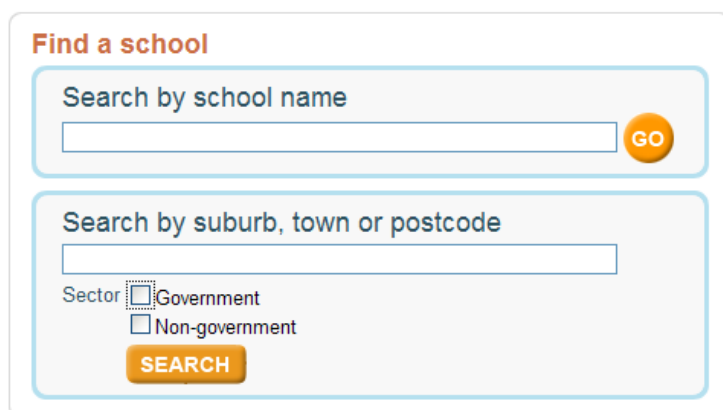
Requests for permission for a student to leave the school grounds for medical appointments or off site programs can be made. Usually a parent collecting a student arrives and signs a register at the office. Students may not leave the school grounds or educational site without parent consent.

The principal encourages every day attendance by regularly including articles in the school newsletter about the importance of a child attending school every day of the school year for maximum performance.

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

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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

Performance of our students

Achievement – Closing the Gap

There is a small percentage of Indigenous students (3%) enrolled in the school. Closing the Gap funds were used to provide teacher-aide support for our Indigenous students in numeracy and literacy. As a result improvements were made in outcomes and attendance.