



St Bernard State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

St Bernard State School is committed to providing a productive, challenging and inclusive educational program within a warm and supportive, small school environment. St Bernard State School has been strongly built on the pillars of; academic excellence, values, sporting excellence, community partnerships and the arts. We focus on developing the knowledge, skills and values that will apply to all aspects of life within and beyond school. Interwoven and embedded throughout our curriculum are the following keys to success; attitude, courage, motivation, preparation, cooperation, discipline love and performance. Our students can grow in confidence and be challenged to achieve their best in all areas of schooling. St Bernard State School has a long history of excellent performance in academic testing and we continue to improve our curriculum and delivery of learning on a day to day basis.

School progress towards its goals in 2018

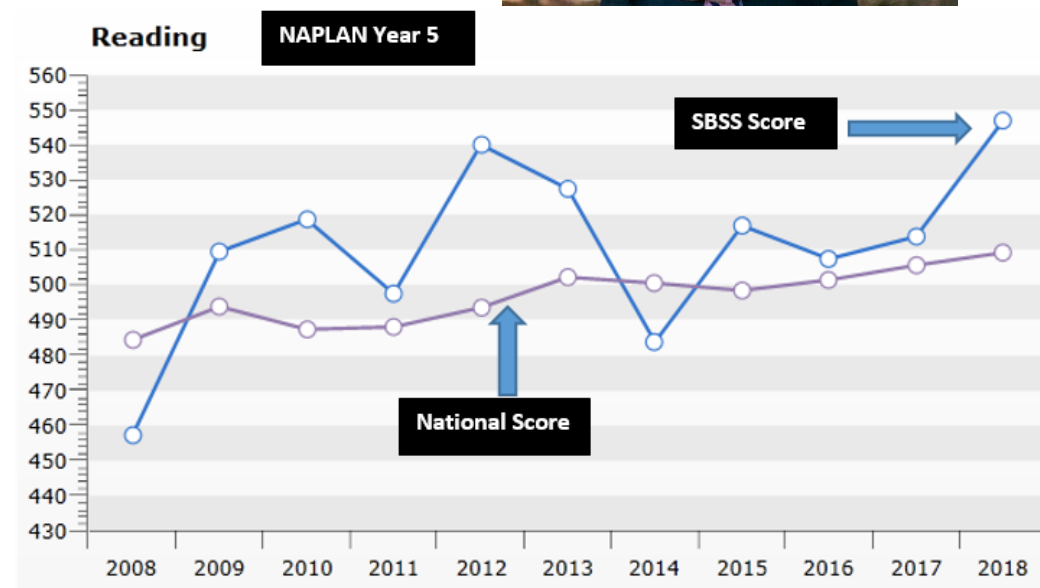
2018 is a year that I am very proud of. From our Dawn Chorus winning the Gold Coast Eisteddfod, the band coming 2nd at the Beenleigh Eisteddfod, students attending the State Ensemble, spectacular University test results, amazing performances at a range of public speaking competitions, winning the regional Opti-MINDS, and coming second at the Australian and Queensland Opti-MINDS, the school receiving the highest ever NAPLAN mean scores ever in Year 5 reading, another colourful school Colour Run, opening up several new learning spaces and recently the opportunity to offer a strings program in our school in 2019, we are certainly proud.

I have enjoyed sharing our students successes, triumphs and accolades on assembly, in our newsletter and on our Facebook posts. I have enjoyed watching our students grow academically, emotionally and socially throughout the year. I have also enjoyed watching our year 6 students grow and now commence their next phase of their educational career moving to their respective high schools.

In 2018, we met targets and goals within our Annual Implementation Plan. These were the following:

Improvement Priority 1. Every student succeeding

- Highest results in year 5 reading since the commencement of NAPLAN.
- 96.9% of year 3 were above the National Minimum Standard in NAPLAN reading and 100% of students in numeracy.



- 100% of Year 5 students were above the National Minimum Standard in NAPLAN reading and numeracy.
- The Year 5 students continued to improve well above the State average from year 3-5 in 2018 as per the table.

Effect Size Gain – NAPLAN Reading						
Year Levels	2014-2016		2015-2017		2016-2018	
	SBSS	QLD State Schools	SBSS	QLD State Schools	SBSS	QLD State Schools
3-5	0.15	0.10	0.24	0.05	0.33	0.02

Improvement Priority 2. Every student making a confident start

- Staff continued to implement Early Start in the Early Years to track student in Literacy and Numeracy from P-2.
- Age Appropriate Pedagogies were included in all units of work from P-2 within the teachers planning documents.
- Prep Metalinguistic Awareness program was implemented in for all Prep students to support oral language development. Those who did not meet the criteria for success were given extra intervention strategies.
- Both Prep classes were under 19 students in each class with a full time teacher aide in the straight prep class to support early development.
- Prep open days were used as a transition for pre-prep enrolments to visit the school and become familiar with the teachers, staff, students and enjoy a school prep day.

Improvement Priority 3. Every student prepared for their future

- A makers space was created with lego, class set of spheros, class set of ipads, new interactive white board and multiple green screens for the students and teachers to utilize.
- Opti-MINDS was continued as an extracurricular activity to challenge the students in a team situation.

Improvement Priority 4. Every member of SBSS feeling Safe and in a Collaborative Culture

- Developed an DEP Parent and Community Engagement Framework
- Developed the roles and responsibilities of staff within the school
- Continued to improve in the schoolwide implementation of Positive Behaviour for Learning to 100% implementation according the SET survey of universal strategies. This is a great achievement as the school has continued to improve over the last four years.
- Staff commenced Tier 2 training in PBL to enhance current practices.
- Attendance of students monitored by administration.
- Created a collaborative approach to budget decisions with a greater number of staff in budget decisions.
- Review of Responsible Behaviour Plan for students commenced. Staff, students and parents were invited to give feedback.
- Opened a Community Space in the middle of the school created by our P&C.
- Opened Yathgalon (Whispers Project) in conjunction with the Scenic Rim Council, Landcare, P&C, staff and students. This space has added a beautiful green corridor in the corner of our school.

Future outlook

Improvement Priority 1. Every student succeeding

Targets:

- 100% of students above the NAPLAN National Minimum Standard in all areas.
- Increased percentage in NAPLAN Upper Two Band in the targeted strands of Reading, Writing and Numeracy.
- 100% of students in Year 5 demonstrating a positive gain from year 3 NAPLAN results in targeted strands in Reading, Writing and Numeracy
- An improved percentage of students achieving a C or better in English (P-6)

Strategies:

- Reviewing and implementing core frameworks to ensure consistent teaching approaches across the school for: Reading, Vocabulary, Spelling, Writing, Language Conventions, Number, and Higher-order Thinking Skills
- Continue to scan and assess data to formulate inquiry cycles within the juncture year levels to improve teaching and learning experiences for students
- Utilise regional office staff to enhance current school programs and initiatives.
- Professional development opportunities are linked with the Strategic Plan, AIP, and Annual Performance Plans of staff.
- Develop opportunities for formal moderation within and beyond the school build consistency and confidence in teacher judgement across all year levels

Improvement Priority 2. Every student making a confident start**Targets:**

- 100% of teachers in P-2 using Age Appropriate Pedagogies in their classroom practices
- Early start implemented
- Increased engagement with local childcare centres in school events
- An improved percentage of students achieving a C or better in English (P-2)

Strategies:

- Targeted teaching and improved use of data to improve student learning
- Implementing Early Start from Prep-Year 2 indicates an intention and commitment to gather data that will inform progress for every student
- Utilise a balanced repertoire of age-appropriate pedagogies to ensure that teachers are responsive to learners and fulfil teaching goals.
- Provide orientation days and pre visits to kindy children to ensure that each child is appropriately supported for a positive start to school by pre-prep visits and the use of transitions statements.
- Initiate a school supported Play Group to engage and support the Early Years Community.
- All Early Years teachers and Teacher Aides are engaged with AAP through school based PD and regional support.

Improvement Priority 3. Every student prepared for their future**Targets:**

- Enhance Makers Space and this space is utilised by staff and students
- Enrichment programs reviewed and updated
- SBSS engaged with external organisations

Strategy:

- Create partnerships in STEM with external agencies
- Review current enrichment programs and pathways for students who are achieving in the upper two bands
- Incorporate digital technologies in the school curriculum plan as per the Australian Curriculum
- Budget and enhance digital technology hardware in the school including computers, mobile devices and robotic kits
- Engage external organisations in sustainable programs within our school.
- Review higher order thinking strategies used in the classrooms, having a consistent approach throughout the
- School

Improvement Priority 4. Every member of SBSS feeling Safe and in a Collaborative Culture

- Completed and endorsed DET Parent and Community Engagement Framework
- Completed Student Learning and Wellbeing Framework

- Completed Staff Wellbeing Framework
- Completed Roles and Responsibilities of staff within the school
- Update and endorse Responsible Behaviour Plan for Students

Strategy:

- Develop, implement and review the DET Parent and Community
- Develop, implement and review the DET Student Learning and Wellbeing Framework
- Develop, implement and review the DET Staff Wellbeing Framework
- Implement and review clear roles and responsibilities of staff within the school
- Reviewing our Positive Behaviour for Learning ensuring a safe and orderly school environment
- Develop, Implement and review Kidsmatter Australian Primary Schools Mental Health Initiative
- Continue to track and increase student attendance with a specific focus on engaging students attending less than 85%
- Develop and enact protocols for collaborative decision-making with staff members

In 2019, the school is taking part in the Leading Learning Collaborative with 51 other schools within the South East Region, working collaboratively with Dr Lyn Sharratt.

I am very proud to be the principal of St Bernard State School. As a team, we work tirelessly to improve and excel in all areas of schooling. Thank you for taking the time in reading our 2018 School Annual Report.

Regards,

Adam Brandt

Principal

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	292	257	238
Girls	144	120	105
Boys	148	137	133
Indigenous	4	5	1
Enrolment continuity (Feb. – Nov.)	94%	92%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Academic achievement and excellence is built into the very fabric of St Bernard State School. All students seek opportunities to show, share and participate in activities that identify, recognise and celebrate excellence. The majority of students who live in the school's catchment area attend St Bernard State School.

The parent base is in the mid to high socio-economic group of the population. Parents share our belief in high expectations for learning, are supportive of the school and take a keen interest in the education of their children. Many parents have been part of the Tamborine community for many years and have attended St Bernard State School as students themselves. Language use and cultural background is predominately English.

Our students follow our school expectations of being safe, respectful, responsible learners. There is a whole of school focus on high expectations, engaged learning and focused teaching.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	19	23
Year 4 – Year 6	25	25	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings include:

- St Bernard State School is committed to the learning and development of the global citizen in every student, preparing every student to be a well-balanced person with an inquiring mind. Our school

curriculum takes an integrated approach to learning while preparing to fully implement the Australian National Curriculum

- All students study the following learning areas: English, Mathematics, Science, History, Geography, Technology, Art, Music, Health and Physical Education.
- Students in Years 5 and 6 study Japanese as a second language.
- Students are offered many extension programs. Our success speaks for itself with St Bernard State School winning the National, State and Regional titles in Opti-MINDS, in previous years. Furthermore, teachers target the art of public speaking and enter a range of competitions throughout the year – with much success!
- Year 4, 5 and 6 students have the opportunity to learn to play a woodwind, brass or percussion musical instrument.
- Unique to our school, all students participate in the Junior and Senior Choir.
- Our Year 6 students foster a 'buddy' in Prep and prepare activities for them on one day each week. In the last term the Prep students have a farewell for their Year 6 buddy prior to them leaving for high school.
- Student Leadership: A representative from each class is elected to the Student Council. The Student Council holds regular meetings and informs the Principal of student's needs and minor projects around the school. Student leaders have the opportunity to attend a Leadership Seminar which is conducted at Tamborine Mountain State High School. This seminar is run by the Year 11 students (mentored by teachers) who have been identified as the leaders for Year 12. Our school leaders conduct the weekly assemblies, ANZAC service and special activities throughout the year.
- Each student participates in sport and is allocated a house team - Illawarra-Flame Tree, Piccabeen, Wattle or Ironbark. Inter-house competitions are held in cross country, athletics and swimming. Year 4-6 students compete in the Canungra and District interschool competition once per term. Sports played include soccer, cricket, netball, softball, and AFL and rugby union.
- During the summer months swimming lessons are conducted at the Tamborine Mountain Pool. All students Prep to Year 6 have the opportunity to receive formal lessons. Swimming carnivals are held on the last day of each of the training programs. The senior carnival is based on skills where places are awarded on all technical aspects. House points are awarded.
- All students attend computer lessons in the Information Communication Technology Centre. As well, computers in each classroom are an integral part of the teaching and learning program.

Co-curricular activities

- Pre prep, prep readiness events
- Academic competitions – Regional and State Opti-MINDS, Public Speaking Competitions, Mathematics Challenges
- Before school Reading club
- Excellence Programs throughout the South East Region
- Robotics club
- Public Speaking and Debating
- Chess Club
- School Camps

- University of New South Wales Competitions
- LOTE Japanese

How information and communication technologies are used to assist learning

At St Bernard State School we embed the use of computer technology or Information Communication Technologies (ICTs) through the provision of a complete technology centre for whole class instruction and learning, along with pods of computers in each classroom to enhance learning opportunities. Interactive Whiteboards in every classroom enable and supporting a consistent and sophisticated approach to embedding digital pedagogies in every classroom. Mathematics is used as a part of our mathematics and homework program. iPads are integral to our special education programs.

A Makers Space with a range of robotics kits, laptops, desktops, iPads, multiple green screens, and Lego are used to engage students in learning technologies.

Social climate

Overview

St Bernard State School prides itself in providing a safe and supportive environment for all students. The school was established in 1914, on the southern end of Mount Tamborine. The school is situated amongst farmland, cottage industries and national parks with many of the local businesses depending on tourism for livelihood.

The population of the mountain is increasing quite significantly as farms are subdivided into residential blocks.

Our school receives constant positive feedback with regard to its friendliness, openness, warmth and respect which is clearly evident among students, staff, parents/carers and the wider community. Our motto, "We Care and Understand", is embedded in the daily operations of the school. The school's comprehensive Responsible Behaviour Plan for Students documents expectations and support.

Students wore orange to signify Saying No to Bullying on the national day observed to promote safe and resilient practices. All classes addressed bullying with reference to the school's agreed definition as per the Responsible Behaviour Plan for Students. The school has a zero tolerance policy with regard to any form of bullying.

An active Student Council had representatives from all classes Prep to Year 6. They had a high profile in the school and organised and coordinated special events including the Anti-bullying day, Day for Difference (Autism Australia), Day for Daniel (Daniel Morcombe) as well as other localized activities.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	96%	90%
• this is a good school (S2035)	96%	96%	90%

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child likes being at this school* (S2001)	96%	100%	93%
• their child feels safe at this school* (S2002)	87%	96%	87%
• their child's learning needs are being met at this school* (S2003)	91%	96%	87%
• their child is making good progress at this school* (S2004)	95%	96%	90%
• teachers at this school expect their child to do his or her best* (S2005)	96%	100%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	92%	90%
• teachers at this school motivate their child to learn* (S2007)	91%	96%	93%
• teachers at this school treat students fairly* (S2008)	83%	92%	86%
• they can talk to their child's teachers about their concerns* (S2009)	96%	96%	93%
• this school works with them to support their child's learning* (S2010)	91%	92%	93%
• this school takes parents' opinions seriously* (S2011)	95%	88%	86%
• student behaviour is well managed at this school* (S2012)	87%	73%	83%
• this school looks for ways to improve* (S2013)	91%	92%	90%
• this school is well maintained* (S2014)	83%	92%	83%

* 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.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	95%	96%
• they like being at their school* (S2036)	98%	96%	90%
• they feel safe at their school* (S2037)	97%	92%	97%
• their teachers motivate them to learn* (S2038)	97%	95%	96%
• their teachers expect them to do their best* (S2039)	100%	96%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	93%	92%
• teachers treat students fairly at their school* (S2041)	97%	90%	88%
• they can talk to their teachers about their concerns* (S2042)	90%	87%	89%
• their school takes students' opinions seriously* (S2043)	93%	91%	81%
• student behaviour is well managed at their school* (S2044)	88%	86%	89%
• their school looks for ways to improve* (S2045)	97%	98%	98%
• their school is well maintained* (S2046)	97%	94%	91%
• their school gives them opportunities to do interesting things* (S2047)	95%	89%	83%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	91%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
• they receive useful feedback about their work at their school (S2071)	74%	83%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	86%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	96%	100%
• student behaviour is well managed at their school (S2074)	87%	96%	100%
• staff are well supported at their school (S2075)	74%	74%	89%
• their school takes staff opinions seriously (S2076)	77%	73%	89%
• their school looks for ways to improve (S2077)	96%	91%	89%
• their school is well maintained (S2078)	91%	91%	79%
• their school gives them opportunities to do interesting things (S2079)	74%	78%	95%

* 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

The preservation and promotion of our three-way partnership approach is crucial. We emphasise teachers communicating with parents and carers. In turn, we strongly encourage parents to contact the school about concerns, confusion, questions, suggestions or compliments

We welcome volunteers at our school, including community members. Volunteers assist in a wide range of school activities, in and outside the classroom. Volunteers are trained and coordinated by our Support Teacher Literacy and Numeracy. This program supports over 100 students within the school and is integral to supporting the needs of many students.

We have an eager Parents and Citizens Association who we regularly consult on policy matters, and who in turn, provide constructive feedback on all aspects of school life via their monthly meetings.

School reports were sent home to parents at the end of each semester. Interviews are made in conjunction with these reports. Conferences throughout the year can be made with individual teachers.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Students in Prep to Year 6 attend Life Education sessions about cyber safety, healthy and positive relationships and puberty. Throughout the year special events such as ANZAC Day, Day for Daniel promote a community of acceptance, tolerance and respect. This is further supported through the direct teaching of Positive Behaviour for Learning lesson and health program taught in class. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	13	26	7
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Reducing the school's environmental footprint

We reinforce careful use of resources. We actively educate students about energy use and endeavour to reduce consumption by auditing across the school and campaigning to switch off devices if not in use, as well as monitoring our tank water supplies.

Efforts include:

- Recycling initiatives, including composting and toner recycling

Reinvigoration of sustainability programs

- School agriculture block planned
- Rainforest area to support the strong sustainability focus in classrooms and across the school

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	77,328	84,320	83,712
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

- Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

- Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	21	13	0
Full-time equivalents	16	8	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	2
Graduate Diploma etc.*	2
Bachelor degree	14
Diploma	1
Certificate	1

*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 2018 were \$ 8629.87

The major professional development initiatives are as follows:

- STEM
- Growth Coaching
- Co-operative learning
- Diverse learning
- Rigorous Reading
- Feedback and moderation
- Beginning Teachers
- Wellbeing
- AEDC data collection
- Age Appropriate Pedagogies
- Literacy- Writing

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	92%
Attendance rate for Indigenous** students at this school	95%	89%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	91%	94%	92%
Year 1	92%	93%	92%
Year 2	91%	93%	90%
Year 3	93%	90%	92%
Year 4	93%	92%	91%
Year 5	91%	93%	92%
Year 6	92%	90%	93%

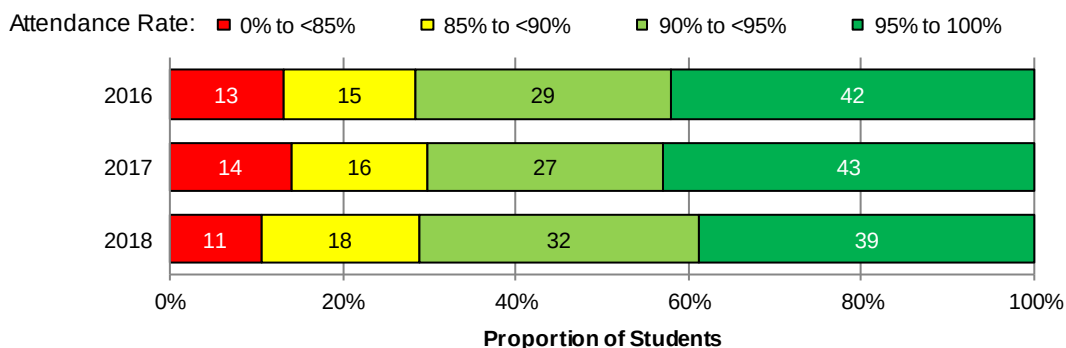
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

Attendance and attendance reporting is a highly valued activity for St Bernard SS. When any pattern or period of absence without notification is recorded and responded to at an administration level. Parents and caregivers are contacted by the Principal or delegate to ascertain the reason for absence and return date.

To support the reduction of absenteeism, St Bernard State School actively communicates the "Every Day Counts" strategies at assemblies, on FaceBook and in the newsletter.

Time lost from absenteeism (across all years of compulsory education) is communicated via posters around the school.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. The top navigation bar includes 'Find a school' and 'Search website'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin border and the text 'View School Profile' in a dark font.

4. Click on 'NAPLAN' to access the school NAPLAN information.

The screenshot shows a horizontal navigation bar with several tabs: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' tab is highlighted.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.