Principal’s foreword

"Our Learning Place, Our Growing Space"

As our vision suggests, a very strong sense of community spirit exists within the Wamuran school community. We are committed to achieving the best educational outcomes for every student. Classroom teaching programs are balanced & innovative, while still ensuring the focus is maintained on Literacy & Numeracy. Technology is valued and integrated within the curriculum to engage and enhance learning experiences for students. Our students participate in a wide variety of extra curricula and sporting activities. Through School Wide Positive Behaviour Support we foster a safe and supportive environment and have developed our school values in collaboration with our community. (The feeling of belonging, Success at all stages, Caring for self, others and the environment, The love of learning.)

We have consistently achieved outstanding school opinion survey results from students, parents and staff. Our Chaplain addresses the spiritual and emotional needs of our community. Parents are valued and are encouraged to become actively involved in the school. Our P & C Association fosters cohesion within the school community and provides additional resources including the additional employment of teacher aides critical to our school’s success.

2012 was a very positive year for Wamuran State School. Our clear focus in 2012 has been student academic success; the development of strong partnerships with our parents and community; and developing the skills and competencies of our staff.

Highlights of 2012 included:

- Farewell to Mr John Byrne (Principal) and active school leader for seven years
- Successful Teaching and Learning Audit
- Implementation of English, Maths and Science Australian Curriculum
- Implementation of First Steps Reading as a key professional development strategy for the improvement of students’ results.
- Introduction of I Pads as a pedagogical tool, particularly in the areas of Early Years and for students with disabilities
- Playgroup for Birth to School Age – weekly
- Successful implementation of Literacy Groups for students with a disability
- Introduced Wam Celebrates! Activities
- Maths Tournament Year One – Seven
- English, Science and Maths moderation with Like School Delaney’s Creek
- Extremely positive parent, staff, student opinion surveys.
- Positive trends in academic improvement in NAPLAN results.
- NAPLAN results indicate Year 5 Writing is maintaining its status as achieving similar to the nation.
- NAPLAN results indicate Year 5 Grammar and Punctuation has improved and is now achieving similar to the nation.
- NAPLAN results indicate Year 7 Reading has improved and is now achieving similar to the nation.
- NAPLAN results indicate Year 7 Spelling has improved and is now achieving similar to the nation.
- NAPLAN results indicate Year 7 Grammar and Punctuation has improved and is now achieving similar to the nation.
- NAPLAN results indicate Year 7 Numeracy has improved and is now achieving similar to the nation.
- Before School Maths Enrichment Program for Gifted and Talented students.
- Voices on the Coast Youth Literature Festival – for students who have been identified as talented in English.
- Successful Beginners’ Band Workshop
- Successful Unlimited program for girls run by school Chaplain.
Successful *Unlimited* program for boys run by school Chaplain.

1st place District Cross Country in ‘C’ schools.

Increase in parent and community involvement in school using “Many Hands Makes Light Work” strategy.

Successful community partnerships with the Caboolture NASHO’s in assisting with ANZAC and Remembrance Day events.

Positive responses from school involvement with ANZAC and Remembrance Day.

Successful Wamuran Community Children’s Carnival and Dinner nights held in partnership with the Wamuran Sporting Association.

Successful community partnerships with Wamuran Community Hall.

Tuckshop Convener of the year award (Ange Cooper).

Placed in Top Ten Tuckshops in Qld awards -Tuckerbox

Interschool sport Premiers (Softball).

Successful Music Recital in conjunction with Tullawong State High School.

Dance Fever Challenge Success.

Successful partnership strengthened with QUT Caboolture Campus –School, Community Integrated Learning (SCIL) Pathway, Explore Uni Open Days and Supporting Pre-Service teachers.

Clean Up Schools Program — school yard and local areas.

*Day For Daniel, Harmony Day/Say No to Bullying, Close the Gap March.*

*Under 8s Day Out Of the Box Prep – Year Three*

*Inaugural Swimming Carnival*

Successful “*Wam’s Got Talent*” – Talent Quest and Showcase at Children’s Carnival

We are ever grateful for the financial support & advice of our hard working P & C!

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**School progress towards its goals in 2012**

In 2012 all goals of our 2012 Annual Operation Plan were realised. Literacy was the main focus for continuous improvement.

Further to our successful Teaching and Learning Audit in 2010, our 2012 Teaching and Learning Audit showed pleasing growth in all areas while maintaining an outstanding standard for *Culture that promotes learning*. Evidence of our school’s positive culture was again highlighted by strong parent, staff and student opinion surveys. We successfully achieved our goal of building staff confidence, capabilities and readiness for the implementation of the Australian Curriculum in 2012. Establishing processes that promote consistent school wide pedagogical excellence through the establishment of school wide collaborative planning, coaching/mentoring, observation and feedback was also implemented.

All teachers participated in professional development in how to teach inferential questions to improve the performance of all students in reading comprehension through an explicit focus on direct teaching of comprehension through differentiation. This strategy will be further enhanced in 2012 with all teachers participating in professional development in ‘First Steps – Comprehension’.

Continued successful implementation of *Words Their Way* to assist explicit teaching of spelling using differentiated grouping based on student ability across all year 1-3. 4/5 and 6/7 has been beneficial. Along with additional teacher aide time to reduce class grouping size and allow for greater one on one assistance. School based data indicates that Spelling is improving in all year levels. Years 3 and 5 compare with National mean for the first time in 4 years, a huge improvement was shown in year 3 and year 5 with Year 7 steadily improving each year.

Developed a whole school teacher observation and feedback process to enable sharing of best practice. An improvement was evident in year 7 NAPLAN areas – Reading, Spelling, Punctuation and Grammar and Numeracy.

Punctuation and Grammar was explicitly addressed through reading lessons contributed to an improvement in NAPLAN results for Years 5 and 7.

Successfully implemented data analysis of NAPLAN, Pat Math, and internal monitoring results to differentiate learning. Successful embarkation of formalised recording and planning of differentiation practice within our school.

Effectively utilised ICT – I Pads and Interactive White Boards to engage students and enhance learning opportunities, which significantly supported the digital resources that were embedded in the C2C planning resource.
Wamuran staff continues to be committed to developing lifelong learning skills for our students, staff and parents.

The key drivers of our reform will be in the areas of literacy, numeracy and science. Underpinning these reforms will include extensive learning and development, early intervention strategies, focused teaching techniques, and the ongoing tracking of student performance.

In 2013 we will continually review, evaluate and implement anti bullying policies and strategies to ensure our students are able to perform to their true potential in a safe, positive and supportive learning environment.

Our P&C will focus their attention on ensuring they support our school to enable students to maximise their potential.

**2013 PRIORITIES:**

Improve the performance of all students in reading comprehension through an explicit focus on direct teaching of comprehension ensuring differentiation of instruction for all students.

Improve the performance of all students in numeracy through an explicit focus on teaching using the Place Value Project as a pre and post assessment, planning and goal setting tool.

Continued effective implementation of Australian Curriculum in English, Science and Mathematics; and the introduction on the Australian Curriculum History in all classrooms.

Increasing the utilisation of ICT to engage students and enhance learning opportunities.

Following the successful trial and implementation of Literacy Groups for students with a disability in 2012, strategic placement of personnel will be a key strategy to best address the differentiation needs of students with a particular focus on students with a disability.

*Flying Start Wamuran S S Team* – will design and implement a process aimed at preparing the whole school for year seven, following consultation with all stakeholders.

Establishing a cluster approach to *Getting Ready For Secondary School*, including activity-based visits to Tullawong State High School and reciprocal visits.

Strengthening and expanding our reciprocal links with QUT, NASHOS, Wamuran Sporting Association and Wamuran Community Hall.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>361</td>
<td>175</td>
<td>186</td>
<td>96%</td>
</tr>
<tr>
<td>2011</td>
<td>357</td>
<td>178</td>
<td>179</td>
<td>96%</td>
</tr>
<tr>
<td>2012</td>
<td>347</td>
<td>168</td>
<td>179</td>
<td>94%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Our fourteen classes were comprised of thirteen single classes and one composite class. The percentage of Indigenous students was 5%.

Our current school enrolment is 347; while we do have a range of families from other cultures most families list their cultural background as Australian. Our school vision ‘Our Learning Place, Our Growing Space’ is embraced by all members of our community who have a strong sense of belonging to Wamuran State School.

Our town is rural based with the growing of pineapples, strawberries and bananas the predominate crops. Many parents travel outside of the town for employment but choose to live in Wamuran to enjoy the benefits of a rural lifestyle. While many families live on small acreage, a large number of families now reside in the Rangeview Estate, with a smaller percentage of families living on local farms. Our population is expected to grow steadily with a number of new housing estates under development. While Caboolture is outside of our catchment a growing number of students travel from surrounding areas to attend our school.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>15</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:
- Dance Fever
- Instrumental music program
- Gifted and Talented Enrichment Program
- Interschool sporting program
- School Camping Program
- Community involvement with local groups

Extra curricula activities:
In 2012 we continued to offer wide-ranging extra-curricular activities for all students in:

- **Literacy**: Book Fair, Book Week, Author/local library visits, Spelling Bee
- **Mathematics**: school competitions
- **The Arts**: Dance Fever and Dance Challenge
- **Sport**: Cross Country, Athletics, P-3 Pentathlon, Swimming Carnival, summer and winter inter-school sporting programs for Year 6/7, Cricket
- Many students obtained personal success in these events and proceeded to District and Regional level.
- **School Chaplain (Unlimited Program, dodge ball competition, lunchtime activities)**
- **Active After Schools Program**
- **Student Council run lunchtime activities**
- **The school also celebrated:**
  - Education Week
  - Under 8's Day
- The school also participated in local and wider community events:
  - ANZAC & Remembrance Day Services
  - As part of Clean-up Australia Day we maintained the Community Hall grounds and gardens
  - Wamuran Sporting Association Dinner nights
  - Community Childrens’ Carnival

How Information and Communication Technologies are used to assist learning

We recognise that our students grow up surrounded by and using ICT. We continue to systematically improve our capacity to teach, learn and manage the curriculum through ICT. Classroom teachers use a variety of approaches aimed at integrating ICT and engaging students e.g. movie making, animation, digital camera/video activities, web quests, internet, email projects and learning objects. All students have access to Reading Eggs and Mathletics a web based maths program at school and home.

All classes now have access to an interactive whiteboard to enhance learning opportunities.

Computers are used for learning across year levels and across the curriculum. All students have access to either workstations in their classrooms or group access in the library and A Block Minilab.
Our school at a glance

Social climate

Wamuran has a safe, supportive environment that is encouraged by the implementation of successful programs. School Opinion Surveys show satisfaction by staff, parents and in general students are above the State mean in all areas, Safety (Parents 100%, Students 88.9%), Fair Treatment (Parents 94.6%, Students 81.7%) & Happy to be at this school (Parents 100%, Students 84.4%) and Behaviour and Discipline – student behaviour is well managed at this school (91.9%. Parents, Students 79.4%).

Whole school programs include School-Wide Positive Behaviour Support (SWPBS), Program Achieve which encourages academic, behavioural, emotional and social success, Anti-bullying and Child Protection (Protective Behaviours).

Other supportive programs include Leadership Program (Yr 7), Life Education (Prep to Year 7), Unlimited Program (Selected from Year 6 students), REAL Bodies REAL Girls (Self-esteem and body image), Support from – Early Years Centre, Caboolture: Drumbeat, Fun Friends and Bringamatealong (Indigenous program). The School Chaplain, Indigenous Community Advisor & Guidance Officer provide support to parents, staff & students.

WOOSHC (Wamuran Out Of School Hours Care) provides a wonderful service catering for students before/after school and on the vacation period.

Parent, student and staff satisfaction with the school

Wamuran’s parent community are actively involved in both the strategic direction of the school and its day to day operations. Parents support students in a wide range of classroom and excursion based activities. All classes have a nominated class parent representative who, as a group, meets regularly with the principal. This provides parents with a forum to express their views and assist in improving school outcomes and processes. Our P&C raise significant funds for school development and fund the additional employment of teacher aides. The P&C also operate a tuckshop, uniform shop and OOSHC program. Our P&C is very community minded and is always looking to enhance school and community partnerships.

Parent, student and teacher satisfaction with the school, as recorded in the 2012 School Opinion Survey below, are very high.

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers who agree that:</td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school</td>
<td>94.6%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>97.3%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>91.9%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>89.2%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>94.6%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>91.9%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>91.9%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>94.6%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>97.3%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>94.4%</td>
</tr>
</tbody>
</table>
Our school at a glance

- Student behaviour is well managed at this school* 91.9%
- This school looks for ways to improve* 100.0%
- This school is well maintained* 100.0%

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>they are getting a good education at school</td>
<td>93.5%</td>
</tr>
<tr>
<td></td>
<td>they like being at their school*</td>
<td>84.4%</td>
</tr>
<tr>
<td></td>
<td>they feel safe at their school*</td>
<td>88.9%</td>
</tr>
<tr>
<td></td>
<td>their teachers motivate them to learn*</td>
<td>91.9%</td>
</tr>
<tr>
<td></td>
<td>their teachers expect them to do their best*</td>
<td>95.2%</td>
</tr>
<tr>
<td></td>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>92.1%</td>
</tr>
<tr>
<td></td>
<td>teachers treat students fairly at their school*</td>
<td>81.7%</td>
</tr>
<tr>
<td></td>
<td>they can talk to their teachers about their concerns*</td>
<td>84.1%</td>
</tr>
<tr>
<td></td>
<td>their school takes students' opinions seriously*</td>
<td>88.7%</td>
</tr>
<tr>
<td></td>
<td>student behaviour is well managed at their school*</td>
<td>79.4%</td>
</tr>
<tr>
<td></td>
<td>their school looks for ways to improve*</td>
<td>96.7%</td>
</tr>
<tr>
<td></td>
<td>their school is well maintained*</td>
<td>91.9%</td>
</tr>
<tr>
<td></td>
<td>their school gives them opportunities to do interesting things*</td>
<td>87.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>that they have good access to quality professional development</td>
<td>91.9%</td>
</tr>
<tr>
<td></td>
<td>with the individual staff morale items</td>
<td>98.0%</td>
</tr>
</tbody>
</table>

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Involving parents in their child’s education

The school encourages strong partnerships with its parents/carers, encouraging education as a significant part of their own, and their child's success. Our ‘Many Hands Makes Light Work’ has greatly increased the number of volunteers supporting our school.

Parents/caregivers can be involved in;
- Annual Maths Tournament
- Parent education programs – Ready Readers (Literacy), Support-A-Talker (Oral Language), Mathletics (Web based Maths program)
- NAPLAN information session (Literacy & Numeracy)
- Prep Orientation to School – parent session
- Assisting in classrooms/excursions/camps
- As members of the P&C & through P&C subcommittees (Tuckshop, Fund-raising, Uniform & Wamuran Out of School Hours Care)
- Supporting Chaplaincy programs, events and fundraisers

Parents/carers are kept well informed through;
- class parent meetings
- fortnightly newsletters
- class newsletters & meetings
- parent teacher interviews (two per year)
- telephone contact
- email contact
- weekly parades
- school website
- parent forums
- changeable school sign to inform parents of dates & events

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Being part of the National Solar Schools Program we have a solar power system on the roof of “A” block and over 450 energy efficient lights throughout the school.

A partnership between the school and Moreton Regional Council to assist students to reduce our schools carbon footprint has been established. A waste project was undertaken involving classes with recycling. In 2012 Wamuran SS will extend this program throughout the whole school to further reduce our schools carbon footprint and explore avenues in which we can reduce our water and power usage.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>88,000</td>
<td>768</td>
</tr>
<tr>
<td>2010-2011</td>
<td>111,349</td>
<td>716</td>
</tr>
<tr>
<td>2011-2012</td>
<td>121,131</td>
<td>2,536</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>23</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>20.4</td>
<td>10.5</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>20</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $8,653.

The major professional development initiatives are as follows:
- Australian Curriculum
- C2C
- First Steps Reading
- Raising The Bar In Prep
Our staff profile

Additional professional development included:
Peer observations with a focus on feedback and best practice.
Networking included Principal forum and business meetings, Deputy Principal network, the HoC network
The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.6%</td>
<td>96.9%</td>
<td>97.1%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year
From the end of the previous school year, 88.2% of staff was retained by the school for the entire 2012 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/](http://www.myschool.edu.au/).

To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector: [Government] [Non-government]

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall attendance rate for the students at this school (shown as a percentage).</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>95%</td>
</tr>
<tr>
<td>2011</td>
<td>92%</td>
<td>92%</td>
<td>94%</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>2012</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>11</td>
<td>12</td>
<td>29</td>
<td>49</td>
</tr>
<tr>
<td>2011</td>
<td>10</td>
<td>17</td>
<td>33</td>
<td>40</td>
</tr>
<tr>
<td>2010</td>
<td>11</td>
<td>13</td>
<td>28</td>
<td>48</td>
</tr>
</tbody>
</table>

### 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-038: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

**Roll Marking**

The roll is to be marked by 9.15am and at 2.00pm on a daily basis. If the reason is known a specific code is entered. If the student has been absent for three consecutive days, without explanation, the class teacher completes an absence form. The Deputy Principal contacts the parent for an explanation of the absence. If unsatisfactory attendance continues the school will initiate procedures as outlined in SMS-PR-017: Enforcement of Compulsory Schooling and Compulsory Participation Phase. Positive strategies to track non-attendance include: phone calls, emails and text messages to parents, scheduled interviews and informal meetings.
Performance of our students

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/](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](image)

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

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

In 2012 there were no Indigenous students in our year three and year five level. As the cohort size in Year 7 was less than 5, it is difficult to report attainment information and maintain privacy. Our Indigenous students are supported through targeted small group intervention to move their results towards year level expectations. Teachers in collaboration with the leadership team develop and monitor an individual learning plan for every Indigenous student. Since 2009 the rate of Indigenous student attendance has positively increased. We had 6.7% of Indigenous students that attended <85% in comparison to 10.7% of all students attendance being <85%. We had 27% of our Indigenous students achieve 100% attendance compared to 4% of non-Indigenous students.