



Kaimkillenbun State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Lisa Gillespie, Acting Principal

## From the Principal

### School overview

Established in 1909, Kaimkillenbun State School, affectionately known as The 'Bun School, is a multigrade co-educational state school situated about 25 km north of Dalby.

Currently the school consists of one co-educational, multi-age class from Prep to Year 6, offering quality curriculum programs across the eight key learning areas of the Australian Curriculum: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages. Our curriculum for Prep - Year 6 has a central focus on optimising the individual's learning in a supportive, flexible small school environment that promotes lifelong learners.

Kaimkillenbun State School provides a range of sporting, cultural, social and academic opportunities. These include small school sporting carnivals, eisteddfods, whole school excursions and attending community events throughout the year. At The 'Bun' School, parents, staff and students work hard to achieve the values of friendship, working together, respect, responsibility and giving your best. These values are reflected in the classroom and in the playground. Parents are actively involved in supporting the many aspects of their child's education. Our P & C is committed to providing quality resources and opportunities for the students.

### School progress towards its goals in 2018

In 2018, our core priority was reading with a focus on improving reading outcomes with the quality teaching of reading. The decision-making process for this included school staff, the P & C and external Education Queensland staff. It is also the focus for the Darling Downs and South West Region. We implemented initiatives to ensure that every student succeeded. This included utilising the skills and knowledge of an Experienced Senior Teacher (Support Teacher, Literacy and Numeracy) to co-operatively develop and implement adjusted literacy and numeracy programs for students on Individual Support Plans to assist them achieving sound achievement levels in English and Mathematics. Teacher aides supported intervention groups with small group programs aimed at individual improvement. Students made measureable gains on the Literacy Continuum and in reading based on PM Benchmark assessment. In 2019 the Literacy Continuum will continue to be used to monitor gains for not only students on support plans but all students in reading and comprehension.

The explicit improvement agenda for 2018 was the quality teaching of reading, social-emotional well-being and community engagement. To promote social and emotional wellbeing, before school begins students participate in 'Smart Moves' physical activities, have fruit snack and class discussions. Students are encouraged to be actively involved in the Project Club which provided opportunities student decision making for their school. Students purchased laptops, raised funds for drought affected areas, chose behaviour rewards and contributed towards school camp. The school participated in many community events including our annual fundraiser the 'Bun Bike Ride' which attracts many people to the area with up to five hundred riders participating. We were involved in a range of Western Downs Regional Council activities, as well as connecting with other small schools in our region playing sport, going on a classroom exchange and excursions promoting active and informed citizens.

### Future outlook

Our school's improvement agenda continues to focus on the quality teaching of reading. We saw positive gains in reading and acknowledge how crucial this skill is across all the key learning areas. A sharp and narrow focus for reading includes facilitating the continued development and implementation of our targeted, evidence based reading development based on the 'The Big 6' of reading. It will be delivered in small ability based grouping to provide reading development scaffolded to different student's needs. Our school will use a variety of different reading resources and strategies including professional learning, programs and technology based resources to support the teaching and learning of reading. Kaimkillenbun will be actively using the Literacy Continuum Reading and Reading Comprehension Clusters, Early Start data, PM Reading data, PAT R data and NAPLAN data to monitor student progress and inform grouping and planning for targeted reading sessions. Our target is ensuring that 80% of students achieve the DDSW Regional Benchmark for Reading. We will use miscue analyses and running records using PM Benchmarks, to assess our target which we aim to achieve by term four 2019. Kaimkillenbun Staff will be actively using data to monitor student progress and inform grouping and planning for targeted reading sessions. It will also inform focussed literacy skills across the curriculum.

# Our school at a glance

## School profile

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

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	28	29	17
Girls	15	13	8
Boys	13	16	9
Indigenous	7	5	
Enrolment continuity (Feb. – Nov.)	88%	93%	94%

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

Students who attend Kaimkillenbun State School are largely from farming families, some of whom have had a long association with the school. These students generally travel to and from school by bus. Smaller proportions of students live in the township of Kaimkillenbun. Our students were also comprised of a small percentage of EALD students. One of the stand-out characteristics of the student body is their commitment to our values; doing your best, working together, respect, responsibility and friendship. Students are encouraged to be respectful, assertive and positive in their interactions, especially as we have a zero tolerance of bullying and disrespect. Kaimkillenbun State School has an exceptional reputation in the community for the provision of outstanding educational opportunities for our diverse range of students.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	16	18	7
Year 4 – Year 6	13	12	11
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

At Kaimkillenbun State School there is one multi-age Prep to Year 6 classroom. The school is well resourced and has dedicated staff who provide quality teaching and learning opportunities. Students, teachers and parents working in partnership to achieve quality outcomes.

Programs include:

- Implementation of the Australian Curriculum across the learning areas of English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technology and Languages. Quality C2C (Curriculum to Classroom) resources used in these areas.
- Programs focussing on active engagement, inquiry and reflection;
- Targeted small group explicit teaching of reading
- Programs for strong foundations in literacy including Oral Language and Phonemic Awareness Programs
- A strong focus on timely, purposeful feedback to students by teachers and peers to enhance awareness of progress; based on A-E standards and school/regional benchmarks and what needs to be done to further improve;
- A strong focus on personal development, health and wellbeing through Smart Moves, PE and Health
- Japanese LOTE provided for Year 5 and 6 students through the Brisbane School of Distance Education;
- Specialist music teacher
- Embedded use of computers and other digital technologies in teaching and learning;
- Each student receives a report card at the end of each semester with student interviews offered twice per year.

### Co-curricular activities

- Small School sport carnivals including Cricket, Soccer, Netball, Softball and Touch Football
- Whole Schools Athletics Carnival
- Interschool Cross Country, Athletics and Swimming Carnivals
- Specialised swimming lessons at the Dalby Aquatic Centre
- Under 8's Day
- Students individually and collectively participate in eisteddfod and local shows
- Community events such as ANZAC Day and involvement with activities and events with Western Downs Regional Council such as Leadership programs.
- Whole School Excursions
- Networking with other small schools in the Dalby Cluster to attend excursions and events
- Years 5 and 6 students participate in an annual school camp with the location varying each year;
- School leaders participate in 'Young Leaders' and other leadership activities;
- Kaimkillenbun SS P&C Annual Trail Bike Ride;
- Project Club activities which raise funds for "Go Green" reward days and school camp;
- A variety of twice a term "Go Green" reward activities provided enrichment for students who follow the school rules and model our school values on a consistent basis.

### How information and communication technologies are used to assist learning

ICT is embedded throughout the units of work to enhance student engagement and improve teaching. This has resulted in students being able to develop and maintain their ICT skills. ICTs are an integral tool in the teaching/learning process at Kaimkillenbun State School. The school boasts a well-equipped, networked computer laboratory, and additional laptops give us an approximate computer to student ratio of 1:1.5. Students are explicitly taught computer skills, coding and keyboarding as part of classroom teaching programmes. Students access educational programs such as Mathletics, Reading Eggs and Reading Express, throughout the school day as part of an integrated approach to learning. Students confidently use a wide range of multimedia devices and techniques to complete presentations as part of term projects at the school across all learning areas. Teachers use their laptops, connected to interactive whiteboards in each classroom for teaching and learning. Wireless connections enable every room in the school access to fast reliable connection to our server and the internet.

## Social climate

### Overview

At the 'Bun School we are firmly focussed on creating a safe, tolerant, supportive and disciplined learning environment.

We are very serious about community spirit at the 'Bun School. Parents, staff and students work hard to achieve our values:

- Friendship
- Working together
- Respect
- Responsibility
- Giving your best.

These values are reflected in the classroom and in the playground.

Our Responsible Student Behaviour plan places a strong emphasis on our values, and being proactive and positive about student behaviour. All students, staff and caregivers are expected to be responsible for how they behave and how they treat each other. Close associations with parents and staff who live within the community help foster this support across all year levels. Behaviour and learning support is given by guidance officers and specialists where necessary and a supportive school environment is encouraged. We have adopted four rules (The 4 Bees) around which all our behaviours are explicitly taught. At Kaimkillenbun State School our students strive to:



Explicit lessons are conducted on defined behavioural expectations. Acknowledgment of those students using and modelling appropriate behaviours is a key component of our policy. Our aim is to focus on positive and constructive encouragement and feedback to students about their behaviour as a learner and as a social being.' Traffic light colours and associated rewards/ consequences help students to self-regulate their emotions and behaviour. Our aim is for students to achieve 85% 'Green' status measured by the use of 'Class Dojo', an online behaviour management tracking tool, and rewarded at 5 week intervals with a 'mini Go Green! activity half way through the term and a more substantial, and much anticipated, reward (usually an excursion) at the end of term. Parent opinion surveys indicate that parents are satisfied or very satisfied with the behaviour of the students and that their child is safe and treated fairly at school. Student results were positive in this area also. The positive climate in our school is the result of a consistent and explicit whole school approach to responsible behaviour. Our school is inclusive and students are supported through differentiated and flexible programmes based on student data and learning needs. Our school believes that a child's social and emotional needs must be met before academic learning can be successfully achieved and we pride ourselves on the safe and supportive learning environment we provide.

## 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%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	90%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

\* 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)	91%	100%	100%
• they like being at their school* (S2036)	82%	100%	100%
• they feel safe at their school* (S2037)	100%	91%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	91%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	91%	100%	93%
• their school is well maintained* (S2046)	100%	100%	93%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	93%

\* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Our supportive community actively participates in the school through:

- Attendance at monthly Parents and Citizens meeting, P&C meetings are held on every second Thursday of the month at 7pm in the Library. Parents and friends of the school are very welcome to attend;
- Volunteering support to keeping the grounds attractive and safe during working bees;
- Being a volunteer in our Tuckshop and help develop and provide a healthy tuckshop food from our summer or winter menu once a week thus supporting fundraising for the school;
- Working, organising, or in other ways, supporting our annual Kaimkillenbun Bike ride, which is our main P&C fundraiser.
- Supporting sporting events, behaviour rewards or 'Go Green' activities

Our parents and community are very supportive of our school. Our P&C association has purchased or provided an array of physical resources for the school, supported excursions and educational programs financially and conducted a range of working bees. Our parents assist with class help, coaching of students for a variety of sporting carnivals held throughout the year, providing transport, participating in class activities, and being available for our students whenever needed. Staff aim to always be approachable and available to parents to discuss the progress of their children. Kaimkillenbun State School engages with the local community in multiple ways; including involvement in council run activities such as assisting in hosting a community cinema night at Kaimkillenbun Hall. We are leading networking with similar size schools in our area, going on whole school excursions to allow students to socialise with other peers.

Our staff are always available for consultation before or after school with parents. We schedule meetings to address successes or concerns particularly with academic or behavioural issues however we give regular face to face feedback whenever possible such as pick up and drop off times.

Students with diverse needs are well catered for academically and socially. Parents and care givers are consulted when developing individual plans. The input of specialist teachers and medical or behaviour professionals is used to assist with making adjustments to ensure that all students access and participate fully in school experiences.

Parent workshops are offered and useful hints and strategies are often provided in the weekly newsletter to help parents with their child's learning. Invitations are extended to all parents and carers to participate in curriculum and learning adjustment processes for students with identified learning needs. Comprehensive weekly newsletters, personal email, phone calls and parent-teacher interviews, sporting carnivals and participation in culminating celebrations for units of work are also ways in which parents can keep in touch with their child's progress, wellbeing and social development.

## Transition programs

Prep Orientation and Transition Programs.

Year Six Induction, Graduation and Awards Ceremonies attended by all Staff and learners

Participation in our weekly assembly, Christmas Tree Night, which features our formal Year 6 Awards Presentation  
Active participation in the fun and games of Break-Up Day.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Lessons focusing on each of the school's core values: Doing your best, working together, respect, responsibility and friendship are explicitly taught through micro lessons and through the Health curriculum with an emphasis on personal safety and awareness, developing students' knowledge and skills to be able to resolve conflict, recognising, reacting and reporting when they, or others, are unsafe.

At Kaimkillenbun State School, Respectful Relationships are reinforced and supported by:

- actively modelling respectful relationships, demonstrating skills and behaviours at Assemblies , in the classroom and in the playground;
- providing information in school newsletters;
- ‘Caught You Caring’ – nominations by students, staff and parents nominating little acts of kindness.
- Weekly ‘student of the week’ awards which focus on one school value a week. Given out and discussed at our weekly assembly;
- active case management processes to support learners and their families requiring assistance, drawing on and utilising the range of community resources available;
- implementing cooperative learning as defined structures to promote social skills, team work, collaboration, class building and communication.

## 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	1	1	3
Long suspensions – 11 to 20 days	0	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

Our school attempts to reduce its environmental footprint in a variety of ways. The school water drinking water is stored in multiple rain water tanks and an onsite bore is used for other water consumption. The drive to replace existing bulbs with low energy bulbs is ongoing. The school’s solar panels and continued upgrade of more efficient air conditioners continue to support a more sustainable approach to electricity use.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	22,906	23,316	15,723
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](#) 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 ▼

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

View School Profile

4. 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

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	5	0
Full-time equivalents	2	2	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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	2
Certificate	

\*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 \$3678.15

The major professional development initiatives are as follows:

- Finance Training
- Business meetings

- Literacy professional development
- Leading Learning Collaboratively – Lynn Sharratt
- Principal Induction

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.	99%	98%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	91%	93%	96%
Attendance rate for Indigenous** students at this school	87%	81%	36%

\* 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	95%	87%	
Year 1	90%	97%	92%
Year 2	90%	94%	99%
Year 3	88%	88%	98%
Year 4	90%	94%	86%
Year 5	90%	96%	DW
Year 6	97%	91%	99%

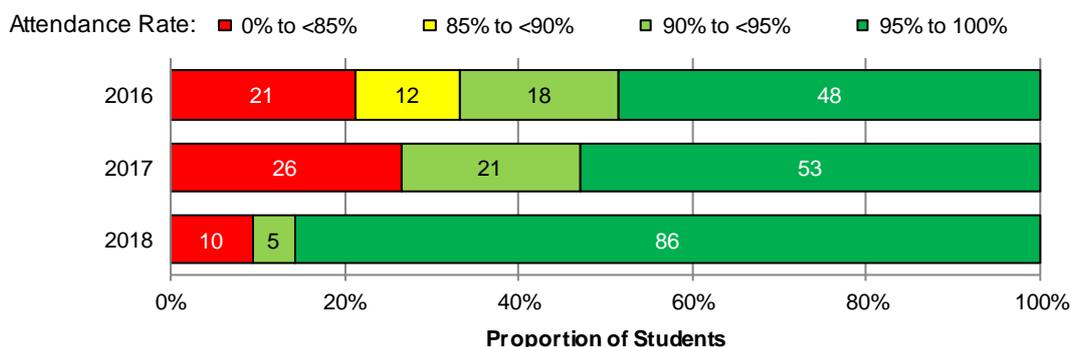
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

In 2018 attendance rolls were marked on OneSchool twice daily by teachers. Children who are absent are coded according to the reason for their absence. Parents must inform the school, either by phone or in writing, of the reason for their child's absence so that the coding can reflect this. Any child whose absence has not been explained by a parent either by phone or by note, is made known to the administration officer who will call parents by 9:30 and ask for a reason for the absence. If a child is absent for more than 3 days without an explanation, a phone call is made by the child's teacher to ascertain the reason for the absence and when the child is likely to return to school.

School specific processes and procedures to manage student attendance at Kaimkillenbun State School include:

- The implementation of an Attendance Guidelines Policy and Framework to communicate and outlining the school's high expectations regarding student attendance and related strategies to all members of the school community;
- Teachers proactively monitoring class absenteeism patterns, following up all unexplained absences;
- Unexplained absenteeism is monitored by Class Teachers and Administration with parents and carers of students absent without explanation contacted after three consecutive days;
- parents and carers of Learners with patterns of absenteeism are contacted immediately on the day of an unexplained absence;
- After three consecutive days of unexplained absence, the Principal personally contacts parents and carers;
- Parents and carers of students with prolonged absences of ten days or more are issued with an Enforcement of Attendance Letter through OneSchool. Regional Office personnel are also informed;
- All parents and carers must complete an Exemption to State Schooling for any planned absences for ten school days or more. This information is entered by Administration into the Attendance Exemption Register within OneSchool.
- Parents and carers of students receiving Disciplinary Absences are contacted by telephone, with formal letters issued via OneSchool;
- Students receiving a Disciplinary Absence are given work to do at home so they are not academically disadvantaged;
- Attendances over 95% attendances are acknowledged and celebrated at the end of each term by issuing certificates to all identified students at Parade;
- At the end of each term, letters are sent to all parents and carers of learners informing them of their child's attendance rate throughout the term.
- Weekly class attendance percentages, generated from rolls is communicated via the weekly school newsletter;
- Students with greater than 95% attendance go into a draw for a book prize at the end of each term;

### 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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### 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.