



Broadbeach State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 470 Broadbeach 4218
Phone	(07) 5570 8444
Fax	(07) 5570 8400
Email	principal@broadbeachss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Bruce Langes - Principal

From the Principal

School overview

Broadbeach State School is an Independent Public School situated in the heart of the Gold Coast across the road from Kurrawa Beach.

Our school philosophy is built around the school vision: "Excellence for all within a supportive environment", which provides the firm foundation for everyone in our school community to pursue their goals and aspirations.

Our school is a diverse, tolerant and multicultural school with our student population of 947 students originating from 54 nations.

Broadbeach State School has a reputation for excellence due to the outstanding student outcomes in academic elements, music, art and sport. Academic success is achieved through a strong focus by our highly-skilled staff on precisely structured English and mathematics programs that feature Direct Instruction and explicit teaching. Excellence and extension programs and an Academic Academy are integral in supporting talented students to reach their potential.

In addition, a varied range of extra-curricular programs are offered before and after school including surfing, dance, robotics, chess, guitar and ukulele.

Social emotional capacity-building is recognised as fundamental to long-term success at Broadbeach. Our "Healthy Minds" program featuring: the Zones of Regulation, You Can Do It! program and mindfulness is explicitly taught. The resultant ability to reflect and use common language and strategies supports successful engagement with others.

At Broadbeach, digital technology is harnessed to consolidate learning and provide access to information beyond the classroom. Tablet-style technology is prevalent in the junior school, while the senior school have access to equipment found commonly in industry.

Broadbeach State School promotes traditional values such as high expectations, strong discipline, respect and pride in our school and is supported in this endeavour by an active parent body.

School progress towards its goals in 2018

The adoption of collegial engagement processes in 2018 led to targeted development for teachers and paraprofessionals. The resultant consistence, alignment and precision of instruction led to greater staff confidence in delivery of signature practices. The explicit teaching of "Zones of Regulation" as a tool for students to self-regulate provided a common language and range of strategies for students. The feedback from parents suggests that there was a significant influence into the home environment.

Introduction

NAPLAN	<ul style="list-style-type: none">The school performed exceptionally well in NAPLAN scoring above the national average in 30/30 categories in 2018. The results were superior to other Gold Coast State and Catholic schools and most private schools
Academic Results	<ul style="list-style-type: none">In English, 47% of students scored an A or B placing them above the standard of the Australian Curriculum for their year level. This represented a 5% increase since 2017.In mathematics 60% scored an A or B.20 students achieved either a Distinction or High Distinction in ICAS Mathematics27 students achieved either a Distinction or High Distinction in ICAS English15 students achieved either a Distinction or High Distinction in ICAS Spelling16 students achieved either a Distinction or High Distinction in ICAS Writing12 students achieved either a Distinction or High Distinction in ICAS ScienceAll categories of the Griffith University Japanese Speaking Competition were represented
Excellence	<ul style="list-style-type: none">Continued growth in the fifth year of the Academic Academy

Programs	<ul style="list-style-type: none"> • The Choral Music Excellence Program with 54 students formed a core of our successful choir and some learned AMEB music. • The Sport Excellence Program had a solid year of growth with 42 students receiving coaching in a variety of sports and athletic pursuits. • The Football (soccer) Academy continued in its fourth year with 38 students receiving expert coaching each week. • Japanese Excellence also enjoyed a positive year with 26 students receiving extension teaching. • 16 students participated in the 2018 Griffith University Speech competition. Students were awarded gold, silver and bronze medals. • Dance Elite Program continued in 2018 with students auditioning for entry and 12 talented dancers chosen for this excellence program.
Social and Emotional Learning	<ul style="list-style-type: none"> • The “Zones of Regulation” were explicitly taught throughout all year levels. • Programs to explicitly teach confidence, persistence, resilience, organisation and getting along were developed for delivery in 2019. • The teaching of Mindfulness continued throughout the year
Attendance	<ul style="list-style-type: none"> • The student attendance rate continued to be an area of focus with new strategies and incentives in place
Student Council	<ul style="list-style-type: none"> • The Student Council was active in 2018 raising \$1964.75 for Rural Aid through the sale of “Farmer Calendars” and a dress up day. The Student Council supported ANZAC Day and Remembrance Day by selling poppies.
School Council	<ul style="list-style-type: none"> • Continued its advocacy with regard to future-proofing the school given enrolment growth. • Farewelled Jan McCormick as she retired from role of Chair of the Council.
P&C	<ul style="list-style-type: none"> • Continued to refine practice in line with the constitution and P&C Queensland guidelines. • Oversaw the extension and refurbishment of the tuckshop (Broadie Bite).
Facilities	<ul style="list-style-type: none"> • Completion of the paving and seating on the eastern entry. • Began planning of Stage One of the master plan. • Relocation of the playgrounds in preparation for the new build. • Enhancement of the break out spaces adjacent to the James Centre.
Communication	<ul style="list-style-type: none"> • Continued use of student absence SMS notification system • Continued use of fortnightly online school newsletters • Embedded use of QSchools app for parents • Promoted the QParents app for parents
Extra-Curricular Clubs	<ul style="list-style-type: none"> • Continued offering a range of clubs including - Robotics Club; Eco Warriors; DanceXcel; Art Club, and Chess Club
Camps & Excursions	<ul style="list-style-type: none"> • Year 6 camp was at Lake Ainsworth with focus on sailing, rock climbing, kayaking, and archery. • Year 5 camp was at Bestbrook Mountain resort with a focus on horses, milking cows, making damper, whip cracking, catching yabbies and throwing boomerangs. • Year 4 camp was at Currumbin Farm School with focus on orienteering, archery, rock climbing and screen printing t-shirts. • Year 3 students visited the Queensland Science Centre. • Year 2 students participated in Bugs Education & Jellurgal – Aboriginal Cultural park visit. • Year 1 students visited the Environmental Education Centre at Numinbah Valley. • Prep students visited Paradise Country and • Years 1,2 and 3 participated in “Street Science”
International	<ul style="list-style-type: none"> • Broadbeach accommodated three Study Tours (China and Thailand) providing in-school experience for 63 students • Broadbeach hosted Indian dancers as part of Harmony Day celebrations • Broadbeach had 11 students enrolled and studying under the International Student Program (ISP – students on student visas) • Broadbeach had 10 students enrolled and studying as Dependent Students (parents studying on student visas) • Broadbeach declined 28 applications for temporary enrolment under the

International	<p>Tourist/Visitor visa program due to limited classroom accommodation</p> <ul style="list-style-type: none"> • Planning commenced for an international tour to Japan in June 2019 for 36 students and 7 staff • Hosted staff from Shujitsu Elementary School as part of planning for a visit to Australia in July 2019 (22 students and 4 staff) • Formalised relationships with Japanese school in Okayama • Participated in EQI International Conference in Brisbane • Participated in EQI International Roadshow
Events	<ul style="list-style-type: none"> • The third annual Performing Arts Gala held at the Gold Coast Convention and Exhibition Centre - the standard of performances was excellent with over 400 students involved. • Prep - Year 2 students participated in the Easter Bonnet Parade and Under 8's Day. • The Annual Christmas Carols were a resounding success due to the quality of performances and the estimated record attendance of over 3000 people. • The Awards Morning was held with over 200 awards presented in sport, music, languages, academic excellence, improvement in achievement, citizenship and 100% attendance. • The Year 6 Graduation held with 129 students graduating at the gala event. • Broady's Got Talent was again very successful, showcasing a range of student talents.
Destinations	<ul style="list-style-type: none"> • Graduating students dispersed to 19 different destinations • Approximately half of the Year 6 students received scholarships or entry into special programs at these high schools for 2019. Scholarships secured included: academic, sporting, dance, language immersion, music and visual arts. • 18% of the Grade 6 cohort have also been accepted into Private Schools, which is a reduction from previous years.
Cultural	<ul style="list-style-type: none"> • Beginner Band and Strings students attended regional workshops, which provided a wonderful training ground to start the year. • 87 students enrolled in school band program • 59 students enrolled in strings program • Students participated in the annual music camp at Tallebudgera Camp School • Senior Band performed in Fanfare and enjoyed playing with other band students. • The choir program continued to include juniors, seniors and a pop and rock choir with over 100 students combined. • The dance program grew to over 180 students from P-6. • Ongoing student opportunities: ukulele group, guitar group and a Rock Band • The Tropicarnival Eisteddfod was a huge success with the Junior Choir awarded 1st place; Senior Choir awarded 3rd place; Senior Strings awarded Highly Commended; Junior Strings awarded Honours; Junior Band awarded 1st Place; Senior Band awarded Highly Commended; Year 6 Dance Troupe awarded Very Highly Commended. • Our Rock Bands both competed well at the annual Battle of the Bands competition. • Year 6 students all learned basic ballroom dancing with Mark Wilson (former judge from Dancing with the Stars)
Sporting	<p>Interschool Sport achievements are listed below:</p> <ul style="list-style-type: none"> • 5A and 5B Boys - Premiers in soccer. • 4A and 4B Boys - Runners up in soccer. • 6A Boys – Premiers in soccer. • 5A Boys - State Finals South East Soccer • 5B Netball - Premiers. • 6B Netball - Runners Up. • Senior League - Premiers • House Champions - Swimming-Shaw, Athletics-Shaw, Cross Country-Johnson • Four South Coast representatives- Swimming, League, Athletics, Cross Country • One Qld representative - Swimming

Future outlook

In 2019 Broadbeach has an explicit improvement agenda that has the following at its core:

1. Improve student attendance to greater than 95%
2. Improve writing instruction skills for all teachers and teacher aides to further enhance consistency and high-quality learning outcomes for students
3. Embed the explicit teaching of a Social and Emotional Learning Program – “Healthy Minds”

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	841	895	947
Girls	422	449	477
Boys	419	446	470
Indigenous	29	23	24
Enrolment continuity (Feb. – Nov.)	92%	94%	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

The school services a diverse population in terms of cultural and language background, socio-economic background and learning needs. Students come from over many different countries, with the highest numbers from New Zealand, Japan, UK, China and India. Of these students, 122 have a main language other than English spoken at home and these students speak over 20 different languages. The student population has grown considerably in the last few years.

Average class sizes

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

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	23	23	24	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.
Year 4 – Year 6	25	26	25	

Curriculum delivery

Our approach to curriculum delivery

The Broadbeach school vision of “success for all within a supportive environment” underpins the curriculum at Broadbeach. Our focus is on building knowledge and skills in the traditional domains of reading, writing, spelling, grammar and mathematics delivered through explicit and Direct Instruction. With mastery of these domains, students are provided opportunities to develop higher order thinking skills and excel academically in all subjects. Differentiation of curriculum is a key feature of our curriculum design. A feature of our school is the Academic Academy, which supports high performing students to extend their learning.

Co-curricular activities

- Junior Academy
- Senior Academy
- Japanese Excellence (Year 3-6)
- Dance Excel (Prep-6)
- Junior Excellence Choir
- Senior Excellence Choir
- Pop and Rock Choir
- Instrumental Music (Band & Strings) (Year 3-6)
- Guitar (Year 4-6)
- Ukulele (Year 1-3)
- Music Excellence (Year 3-6)
- HPE Sport Excellence (Year 3-6)
- Football (Soccer) Academy (Year 5-6)
- Chess (Year 2-6)
- Robotics Club (All ages)
- Eco-Warriors
- Year 4, 5, & 6 camps
- Canberra Tour (Year 5 & 6)
- Japan Tour (Year 5 & 6)
- Interschool Sport (Semester 1 – Rugby League, Soccer, Netball, Oztag)
- Intra-school Sport (Semester 2 – Surfing, Touch Football, Basketball, Softball)
- Learn to Swim (Prep – Year 4)

How information and communication technologies are used to assist learning

All classes in Year 4-6 have access to laptop computers. Laptops, iPads and desktops used in Prep-Year 3 classes. In addition, the school has one computer lab. Teachers incorporate the use of software such as Mathletics, Literacy Planet, Maths Online, Reading Eggs, Scratch and Spelling City.

Social climate

Overview

The school community continues to show a high level of confidence in the school. Elements rated highly include a safe, supportive and productive learning environment, discipline and respectful relationships.

Factors that support the development of a positive social climate include:

- The explicit teaching of social emotional elements under the banner of “Healthy Minds” – a hybrid of several programs including “Zones of Regulation” and You Can Do It! Program
- Consistent adherence to a Responsible Behaviour Plan for students
- Proactive and early intervention to support students, both academically and socially
- Special Education Teachers, Guidance Officer, school leaders and teachers, working as a team with the parents to assist children become independent and self-disciplined learners
- Development of student leadership programs including Student Council
- The employment of a Family Support Worker
- Incorporation of special events within the school calendar – Harmony Day, ANZAC Day, Under 8’s Day, Sports Carnivals and Annual Christmas Concert
- Recognition of student achievement – Principal Morning Tea, ICAS Awards, Awards Ceremony, Student Leader Ceremony

A feature of the school is the acceptance, inclusion and support of new students and the friendliness and care that students display to peers, regardless of age, ability, language or cultural background. Visiting teachers frequently comment, as do the public, on the respect, manners and good behaviour that Broadbeach students display.

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)	99%	100%	99%
• this is a good school (S2035)	100%	100%	99%
• their child likes being at this school* (S2001)	99%	98%	100%
• their child feels safe at this school* (S2002)	99%	96%	99%
• their child's learning needs are being met at this school* (S2003)	98%	98%	95%
• their child is making good progress at this school* (S2004)	96%	100%	98%
• teachers at this school expect their child to do his or her best* (S2005)	99%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	99%	94%
• teachers at this school motivate their child to learn* (S2007)	100%	99%	99%
• teachers at this school treat students fairly* (S2008)	98%	98%	96%
• they can talk to their child's teachers about their concerns* (S2009)	100%	96%	96%
• this school works with them to support their child's learning* (S2010)	98%	96%	97%
• this school takes parents' opinions seriously* (S2011)	92%	92%	90%
• student behaviour is well managed at this school* (S2012)	96%	92%	95%
• this school looks for ways to improve* (S2013)	97%	98%	98%
• this school is well maintained* (S2014)	96%	97%	96%

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
---	------	------	------

* 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)	100%	96%	98%
• they like being at their school* (S2036)	100%	97%	97%
• they feel safe at their school* (S2037)	100%	95%	95%
• their teachers motivate them to learn* (S2038)	94%	94%	97%
• their teachers expect them to do their best* (S2039)	98%	97%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	92%	93%
• teachers treat students fairly at their school* (S2041)	96%	85%	91%
• they can talk to their teachers about their concerns* (S2042)	91%	88%	85%
• their school takes students' opinions seriously* (S2043)	94%	86%	85%
• student behaviour is well managed at their school* (S2044)	92%	87%	83%
• their school looks for ways to improve* (S2045)	98%	94%	98%
• their school is well maintained* (S2046)	94%	94%	93%
• their school gives them opportunities to do interesting things* (S2047)	98%	95%	92%

* 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%	99%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
• they receive useful feedback about their work at their school (S2071)	97%	94%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	90%	74%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	98%	97%
• student behaviour is well managed at their school (S2074)	100%	98%	97%
• staff are well supported at their school (S2075)	98%	97%	92%
• their school takes staff opinions seriously (S2076)	98%	95%	90%
• their school looks for ways to improve (S2077)	100%	100%	99%
• their school is well maintained (S2078)	100%	98%	99%
• their school gives them opportunities to do interesting things (S2079)	97%	91%	86%

Percentage of school staff who agree [#] that:	2016	2017	2018
---	------	------	------

* 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

Broadbeach State School welcomes parental involvement. Parents, grandparents and community members actively participate in school activities and in their child's education. The partnership between the school and the home, working together to support student learning and behaviour is highly valued by staff. All members of the school community support the school's high expectations and standards in providing a safe, caring and equitable environment for all.

Regular communication through the school newsletter, website, smartphone applications, Facebook and SMS informs the school community of school events and invites participation in school and class activities. A calendar for parents is made available each term.

Meet the teacher parent information sessions early in the year establish relationships and communicate learning, behavioural and homework expectations; class routines and procedures; code of responsible student behaviour; curriculum and how parents may support their child in their learning. At other times, parent information letters outline the core learning, unit of work focus and special events.

Parent teacher interviews and end of semester reporting inform parents of student progress and further build on the parent teacher partnership. Parent volunteer support in the classrooms, on excursions and for events was well supported and appreciated by class and specialist teachers.

Broadbeach is the beneficiary of the dedicated and committed contribution of the Parents and Citizen's Association. The contribution to our school is extensive and highly valued.

Respectful relationships education programs

The school has developed and implemented a range of programs and initiatives to support respectful and healthy relationships including:

- Family support program (domestic violence, financial hardship, housing support, relationships)
- Cyber-safety
- Sexuality program
- Fun Club, Success Room and Drop in Centre
- Protective behaviours – Bravehearts
- Character Pillars

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	10	9	8
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

Focus areas in relation to reducing the environmental footprint include:

- Installation of solar panels for electricity
- Policies and procedures in relation to efficient use of air conditioning systems
- Spear pumps to access bore water
- Garden mulch to reduce evaporation
- Student Eco-warriors program in relation to sustainability
- Embedding environmental understanding into the curriculum

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	203,579	209,981	219,690
Water (kL)		1,731	2,117

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

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 '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	58	34	<5
Full-time equivalents	53	22	<5

*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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	3	
Graduate Diploma etc.*	6	
Bachelor degree	47	
Diploma		
Certificate	2	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 - \$18169

The major professional development initiatives in 2018 were:

- Explicit and Direct Instruction
- Social and Emotional Learning
- Collegial support and collegial coaching

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%	95%

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	94%	94%	93%
Attendance rate for Indigenous** students at this school	88%	89%	89%

* 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

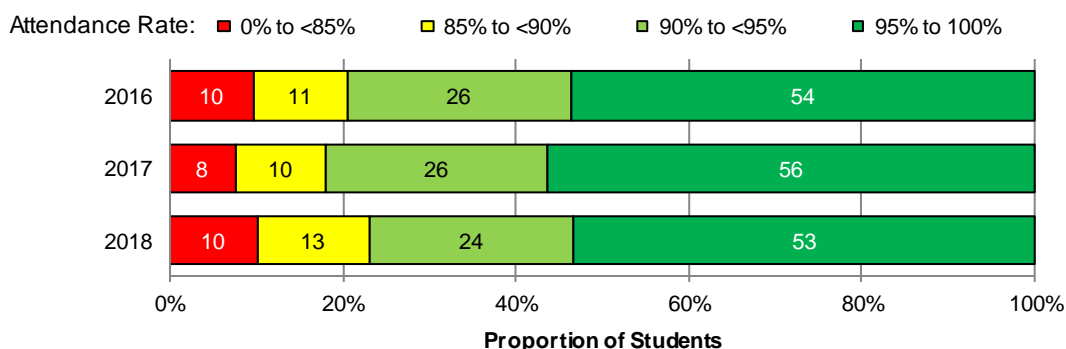
Year level	2016	2017	2018
Prep	95%	94%	94%
Year 1	94%	95%	92%
Year 2	93%	94%	94%
Year 3	94%	94%	94%
Year 4	94%	95%	93%
Year 5	92%	95%	93%
Year 6	92%	94%	92%

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.

The monitoring of student attendance is as follows:

- Student rolls are marked twice a day - in the morning and in the afternoon directly after the lunch break.
- Parents are reminded regularly by teachers and through the newsletter that they are to inform the school of the reason for any student absence, either by phoning the office or sending a note the following day.
- Students who arrive at school after the roll is marked in the morning are marked as “Late” arrivals. If students arrive late repeatedly parents are contacted by a member of the leadership team.
- Admin encourage children and families to arrive at school on time.
- Deputy Principal follows up with a phone call to any family where students have had a number of unexplained absences, to verify the reason for absences and to encourage more consistent attendance where necessary. If an ongoing pattern of absenteeism continues letters are sent to parents as per DET policy.
- Family support worker was utilised to assist families who were having difficulty in getting students to school. In addition, the school initiated a reward system for classes with the best attendance throughout the year as well as individual recognition of students with exemplary attendance.
- Preventative health measures such as systematic hand sanitising has been put in place

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.

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.