

# Wellers Hill State School

## Queensland State School Reporting

### 2015 School Annual Report



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Contact person:	The Principal Mr. John L. Webster

## Principal's foreword

### Introduction

Wellers Hill State School has an excellent reputation for providing an extensive range of programs and achieving outstanding results in many areas of the school curriculum. In 2015 there have been many successes for our school and students and I encourage all to acquaint yourself with our school through this 2015 Annual Report. This Annual Report provides a summary of activities at Wellers Hill School in 2015 and these results have been achieved through students, staff and community members working together and contributing to life at our school. There is great community pride in the school and this is certainly warranted. Wellers Hill has achieved excellent results in the National Literacy and Numeracy tests and this report outlines many of the school's outstanding achievements across curricula and extra curricula activities.

John L. Webster – Principal

### School progress towards its goals in 2015

#### At Wellers Hill State School we will:

- Focus on the development of consistent strategies, language, and pedagogy.
- Be relentless, positive and professional.
- Focus only on the main priorities.
- Keep everyone involved and engaged.
- Understand that 'Learning is the work of the School'.
- Ensure effective communication and consultation at all levels.

#### At Wellers Hill State School we will support the improvement of Literacy and Numeracy through:

- Coaching and Supervisory Practices that support teachers to improve their pedagogical practices.
- Utilisation of specialist staff including the Master Teacher, STL&Ns, Coaches, and Admin.
- Embedding Asian Education studies across the curriculum.
- Embedding The Arts—Visual and Performing Arts across the curriculum.
- Embedding Sport and Health Education across the curriculum.
- Embedding Music Education across the curriculum.
- Environmental and Ecological Studies.
- Indigenous Perspectives.

**This will be embedded by:**

Deepening understanding of the Pedagogical Framework based on “The Art & Science of Teaching”.

Developing school based scope and sequence documents for —English, Mathematics and Science.

Continuing a research and pedagogical partnership with Griffith University.

Tracking students reading achievement through a school data wall.

**Literacy Improvement will focus on:**

- Continue Words Their Way
- Continue QAR
- Continue Reciprocal Teaching
- The introduction of 7 Steps to Writing
- Differentiation
- Daily 5
- Continue year level Literacy Block

**Numeracy:**

- Embed Mathematical investigations and problem solving
- Continue year level Numeracy Block
- Differentiation

*“It is not about extraordinary people.*

*It is about ordinary people working together to do  
extraordinary things.”*

# *“Strive to Succeed”*

## Future outlook

The 2016 Improvement Agenda for Wellers Hill State School will focus on:

- The Explicit Teaching of *COMPREHENSION*

The strategies to support our 2016 focus will include:

- Question and Answer Relationship (QAR)
- Identified comprehension strategies
- Explicit instruction model
- Differentiation
- Explicit professional development
- Support of staff through coaching
- Feedback

Targets:

2016 NAPLAN Reading Results

- 100% of students in Years 3 and 5 to reach NMS
- 60% of Year 3 students in the U2B
- 65% of Year 5 students in the U2B

Year 1-6 Students PAT-Reading

- 100% of students in Years 1-6 to reach year level mean scale score

Year 1—92.6	Year 4—120.9
Year 2—102.6	Year 5—125.9
Year 3—112.1	Year 6—128.7

- 60% of students at or above the following scale scores:

Year 1—94	Year 4—125
Year 2—108	Year 5—129
Year 3—117	Year 6—132

We will monitor and track student progress through:

- Our school data wall
- Formative assessment each term

**We will celebrate our successes via:**

- Newsletters, Parades, Facebook and Twitter

**Bilingual Program:**

- Investigate in 2016 targets to be set in 2017 for Japanese literacy acquisition for students in Years One to Four

**We will continue to embed:**

- Word study at Wellers Hill
- Seven Steps to writing

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extraordinary things.”*

**“Strive to Succeed”**

## Our school at a glance

### School Profile

<b>Coeducational or single sex:</b>	<b>Coeducational</b>
<b>Independent Public School:</b>	<b>Yes</b>
<b>Year levels offered in 2015:</b>	<b>Prep Year - Year 6</b>
<b>Student enrolments for this school:</b>	<b>878</b>

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	846	418	428	4	99%
2014	865	410	455	6	98%
2015	846	401	445	6	98%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.

WHSS employs a Transition Officer one day per week. The role of the Transition Officer is to facilitate and build links between the feeder kindergartens and the school. WHSS currently has eleven feeder kindergartens. The Transition Officer facilitates play group mornings, prep orientation, investigation mornings and kindergarten visits.

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Wellers Hill State School is a coeducational school that caters for children from many and varied backgrounds, ability levels and cultures with 3% identifying a language other than English spoken at home. Situated on Toohey Road, the school is surrounded by mainly single family residential housing. Many students who attend the school do not live in the immediate area and Wellers Hill is a school of choice for these families. Parents engage in a wide range of occupations and have high expectations for student learning and behaviour. Parent interest in and support for the school is very high.

Wellers Hill State School operates a Japanese Bilingual Programme. The programme commenced in Year 1 in 2014 and is expanding through the school on a yearly basis. The programme is bringing greater diversity to the school population, with a number of Japanese families joining the school since the inception of the programme.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	20	21
Year 4 – Year 7 Primary	21	22	20

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	2	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

### Curriculum delivery

#### Our distinctive curriculum offerings

Queensland's first Primary Japanese Bilingual program. This programme will continue to be implemented across all year levels by 2020.

Biennial exchange with Shimane Prefecture in Japan, touring for eleven days, gaining general cultural experiences and participating in a Home Stay experience.

Visitors to the school demonstrating aspects of Japanese culture when touring.

Students celebrate various cultural festivals.

Students exchange of letters with students in Japan

#### What is bilingual Education?

The concept of bilingual education refers to the dual focus of teaching a second language and teaching key learning areas through the medium of that second language. Immersion students use the second language as their language of work and communication and develop intercultural competencies and multidimensional subject specific knowledge at the same time (Haataja, 2009, p.6).

### What are the benefits of bilingual education?

Early literacy development is enhanced by early bilingual experiences (Goodz and Kodzopeljic 1991). Bilingual children have diverse linguistic and cultural knowledge, skills, resources and potential. The cognitive, social and linguistic gains from being bilingual are linked to:

self-esteem and cultural identity.

socio cultural knowledge.

cognitive and linguistic advantages.

cultural diversity and difference.

### Students in successful bilingual programs:

outperform comparable students in monolingual education in all aspects of schooling that have been explored.

gain confidence in themselves and their learning.

share new learning experiences with their families.

become confident in their ability to use a new language at least in supported contexts, but probably independently and in ways that respect the culture of the language that they are learning.

### What are some of the positive outcomes of bilingual education?

#### For students

Ability in the language other than English for primary programs is roughly parallel to the levels currently achieved by Year 9 in languages as object programs (i.e. non-bilingual programs).

Acceptance by the students that 'the other' is normal and new experiences can be eagerly engaged with.

Creative and divergent thinking across the curriculum.

Performance on standardised English and Mathematics assessments that are consistently above 'like school' norms and frequently above state norms.

A learning context in which students who have previously experienced 'difficulties' experience success (often for the first time in their schooling).

Ability to confidently engage in extended interaction in their languages in public and with 'strangers'.

Sophisticated problem solving strategies.

A sense of pathways and purpose and a sense that existing identities and experiences are accepted and built upon.

Bilingualism at Wellers Hill State School.

The bilingual program at Wellers Hill began in 2014 with 75 children in Year One. The children are taught in English 50% of the day and in Japanese 50% of the day. Our program is based on the philosophy of Content and

Language Integrated Learning – CLIL. The philosophy of CLIL was developed in Europe in the 1990's and is now used world-wide.

### CLIL is based on four key principles:

Content - progression in knowledge, skills and understanding related to specific elements of a defined curriculum.

Communication - using language to learn - whilst learning to use language.

Cognition - developing thinking skills which link concept formation, understanding and language.

Culture - exposure to alternative perspectives and shared understandings.

The basic idea behind CLIL is the combination of mainstream curriculum with the learning of a second language. There are three main reasons for this approach:

1. The exposure to many more hours of the second language than is usual in simple language classes;
2. The mainstream classroom as an authentic situation where second language students have a real reason to use the second language; and
3. The added benefit in becoming proficient in a second language while learning the mainstream curriculum.

CLIL takes place in the normal classroom while students learn about science, history or maths. However, the teacher in the classroom uses a language other than English to present and speak about the topics. Students can use both English and the second language to speak to the teacher, but the use of the second language is encouraged. The classroom teacher, sometimes with the help of a Teacher's Aide, helps the students with typical words and sentences in the second language that the students could use to speak about the topic of learning. This is usually referred to as 'scaffolding', as it gives the students something like a ladder to climb up on.

What are the connections between second language learning and literacy skills development?

Research demonstrates that learning a second language can significantly enhance literacy skills development.

'Learning a new language teaches the learner something about the nature of language and languages, and this is knowledge that needs to be developed by a literate person'

'Language teachers do not only teach a language, they also teach about language as a concept, and about communication, context and culture.'

'Second language learning is therefore a resource for enhancing literacy, not a problem for acquiring literacy. It forms part of the whole package for learning about language as a part of schooling and provides additional insights into the nature of language that are not available to the monolingual learner'. (Liddicoat, A., Learning a language, learning about language, learning to be literate. Babel, Vol 35, Number 3, 2000-2001, p.15)

Students learning another language develop understandings of language as a system by drawing on comparative language analysis.

### Will bilingual education affect my child's English language skills?

Research has shown that 'the effect of learning a second language on first-language skills has been positive in all studies done.... [and] the loss of instructional time in English has never been shown to have negative effects on the achievement of the first language.' (Bournot-Trites & Tellowitz, 2002)

The study of a second language provides students with another perspective on how languages work as systems, thereby enhancing literacy and language skills in English, as well as the language. (Board of Studies NSW, K-10 Languages syllabus, p. 23)

Visitors to the school demonstrating aspects of Japanese culture when touring.

Students celebrate various cultural festivals.

Students exchange of letters with students in Japan.

### PHYSICAL EDUCATION AND SPORT

Weekly Physical Education lessons – focus on athletics, game skills and motor skill development in terms two and three; and water safety and swimming in terms one and four.

Interschool and recreational sport is offered across a number of sports –Softball, Netball, Soccer, Rugby League, Tennis, Lawn Bowls and Fitness.

Private coaching occurs in a wide range of activities including Tennis, Australian Rules, Cricket, Soccer and Netball which is available before and after school on the school ovals and courts.

The WHSS Athletics, Cross Country and Swimming Carnivals continue to provide an opportunity for students to showcase their skills to their families and wider community, build sports house spirit and provide a pathway for students to achieve at district and regional levels.

A significant number of students are selected in district and regional sporting teams and are selected through attendance at district trials and on-field performances at interschool carnivals.

Physical Education program is supported by Sports Support Group which holds regular fundraisers and help build the sporting profile of the school through their annual biathlon.

Recognition of sporting success on parade – aiming to build a culture of sportsmanship and pride in our achievements.

The Wellers Hill Swimming Club continues to successfully operate from the school pool with its members predominately from WHSS.

Extensive use of facilities including pool, tennis courts and hall by students and wider community.

## VISUAL ARTS

Art Workshops for schools within the Greater Brisbane Region.

An Art teacher is employed at the school who coordinates activities and lessons.

Whole school Professional Development for Art.

Children's workshops and art exhibition.

Annual Art Show to showcase talents of our students.

Art for all Year levels that supports classroom topics.

Children's art displayed throughout the school and used as cards by the local council.

Entry into various art competitions, exhibitions and displays.

## ENRICHMENT

Students offered the opportunities to participate in the National Assessment.

Competitions in the areas of Mathematics, English, Spelling, Writing, Computer Studies and Science.

A working group formed to monitor and extend programs at Wellers Hill.

Resources purchased for each classroom.

## LIBRARY

The library provides the students and teachers with many opportunities to develop Information literacy and Literature skills through;

Weekly library lessons in Literature skills and information technology.

Organising and implementing teaching and learning experiences incorporating author and illustrator visits.

Organising and supporting the Premier's Reading Challenge and the MS Read – A –Thon enhancing students' enjoyment of reading.

Book Week activities, an annual themed week of activities and competitions incorporating the Children's Book Week short listed Book Of The Year.

Book Club and Book Fairs run at regular intervals during the school year.

## INFORMATION COMMUNICATION TECHNOLOGY (ICT)

Fully integrated Media Room and ICT lab for whole class use.

ICT student group, this group competes in an annual computer graphics competition.

## Extra Curricula Activities

The following extra-curricular activities occur at Wellers Hill State School:

Writers' Club

School Musical and Talent Showcase

Biathlon

Bi-annual Japanese Tour for students in Years 6 and 7.

Incoming Japanese tours with students from Yasugi & Noto Cho.

Bi-annual fete – Harmonies on the Hill

Jump Rope for Heart Skipping Team

Gardening group

Robotics

## How Information and Communication Technologies are used to improve learning

Teachers have a focus on pedagogical development. ICTs are woven through each of the Key Learning Areas and each class has access to computers from Prep to Year 6. Various computer labs are also available throughout the school for classes to access, as required. All computers are connected to the World Wide Web, giving students instant access to any information they are seeking. Interactive whiteboards are available in all classrooms. In 2015 the school commenced investigating the introduction of iPads into Year 4 for 2016.

### Social Climate

Wellers Hill State School is very proud of the high level of parent and community support. The school has an active P. and C. Association, with a vast array of support groups, including the Music Support Group, the Sports Support Group, the Services Committee, the Building Committee, the Amateur Swimming Club and the School Age Child Care Services.

Wellers Hill also has a resident Chaplain, attending four days per week. This service has been highly beneficial for staff, parents and students.

The school has a zero tolerance for bullying and employs the High 5 strategy with the children.

Wellers Hill State School scores very highly on the annual Parent and Student School Opinion Survey. 98% of children feel safe at school and 97% of parents believe their children feel safe at school. 91% of parents believe students are treated fairly, while 94% of children believe they are treated fairly at school. 96% of parents believe their child likes being at Wellers Hill State School with 95% of children feeling the same. 90% of parents and 94% of students feel behaviour is managed at Wellers Hill.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	95%	96%	94%
this is a good school (S2035)	95%	92%	97%
their child likes being at this school (S2001)	100%	97%	96%
their child feels safe at this school (S2002)	100%	98%	97%
their child's learning needs are being met at this school (S2003)	95%	90%	93%
their child is making good progress at this school (S2004)	95%	96%	94%
teachers at this school expect their child to do his or her best (S2005)	95%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	94%	88%
teachers at this school motivate their child to learn (S2007)	95%	93%	93%
teachers at this school treat students fairly (S2008)	100%	93%	91%
they can talk to their child's teachers about their concerns (S2009)	95%	96%	95%
this school works with them to support their child's learning (S2010)	95%	87%	93%
this school takes parents' opinions seriously (S2011)	95%	77%	81%
student behaviour is well managed at this school (S2012)	95%	90%	90%
this school looks for ways to improve (S2013)	100%	91%	93%
this school is well maintained (S2014)	95%	83%	84%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	100%	98%
they like being at their school (S2036)	100%	96%	95%
they feel safe at their school (S2037)	98%	99%	98%
their teachers motivate them to learn (S2038)	100%	99%	99%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	99%	97%
teachers treat students fairly at their school (S2041)	98%	94%	94%
they can talk to their teachers about their concerns (S2042)	91%	92%	92%
their school takes students' opinions seriously (S2043)	96%	99%	99%
student behaviour is well managed at their school (S2044)	98%	95%	94%
their school looks for ways to improve (S2045)	99%	98%	99%
their school is well maintained (S2046)	97%	96%	97%
their school gives them opportunities to do interesting things (S2047)	98%	98%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	94%
they feel that their school is a safe place in which to work (S2070)	92%	100%	97%
they receive useful feedback about their work at their school (S2071)	84%	88%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	96%	78%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	100%	97%
student behaviour is well managed at their school (S2074)	100%	96%	88%
staff are well supported at their school (S2075)	96%	88%	81%
their school takes staff opinions seriously (S2076)	84%	88%	75%
their school looks for ways to improve (S2077)	100%	96%	91%
their school is well maintained (S2078)	83%	69%	59%
their school gives them opportunities to do interesting things (S2079)	92%	96%	81%

# '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

Wellers Hill State School staff and administration encourage a high level of parent participation in all aspects of school life. Parents, family members, and community members participate in activities such as:

- Class literacy and numeracy activities.
- PE support.
- Music support.
- Cultural activities and event days.

- Japanese Language and Culture days.
- Parent and teacher communication is enhanced through:
  - Parent information evenings.
  - Parent Representative Network
  - Biannual teacher interviews.
  - Fortnightly school newsletter.
  - Current web page & Face Book.
  - Weekly Friday whole school parade.
  - Student communication diaries.
  - Monthly P. and C. meetings
    - Parents are kept up to date with their child's progress through regular face to face meetings with classroom teachers. Parents are also asked to participate in all Individual Support Plan meetings with classroom teacher/s, AVT and Deputy Principal.

### Reducing the school's environmental footprint

Wellers Hill State School operates a vibrant Sustainability Committee. This committee has a focus on reducing the environmental footprint of the school. The school also has a student leader in the position of Sustainability Captain, ensuring students are aware of sustainability practices across the school. The Sustainability committee actively promotes reducing power consumption, the reduction of waste and recycling within the school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	226,757	2,246
2013-2014	243,076	4,278
2014-2015	258,987	8,358

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

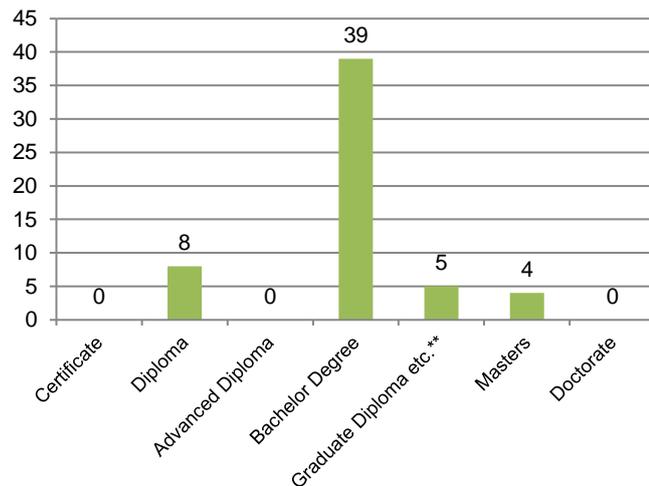
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	60	26	0
Full-time equivalents	49	16	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	39
Graduate Diploma etc.**	5
Masters	4
Doctorate	0
<b>Total</b>	<b>56</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$55,467.17

The major professional development initiatives are as follows:

- Coaching
- Bilingualism - CLIL
- Words their Way
- Question Answer Relationship
- Pedagogical Framework – Marzano
- Pedagogical development.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	94%

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

From the end of the previous school year, 92% of staff was retained by the school for the entire 2015 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

### Find a school

Sector:
 

- Government
- Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	95%	91%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	94%	96%	95%	94%	95%	95%	95%					
2014	94%	95%	94%	96%	95%	94%	95%	95%	NA	NA	NA	NA	NA

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

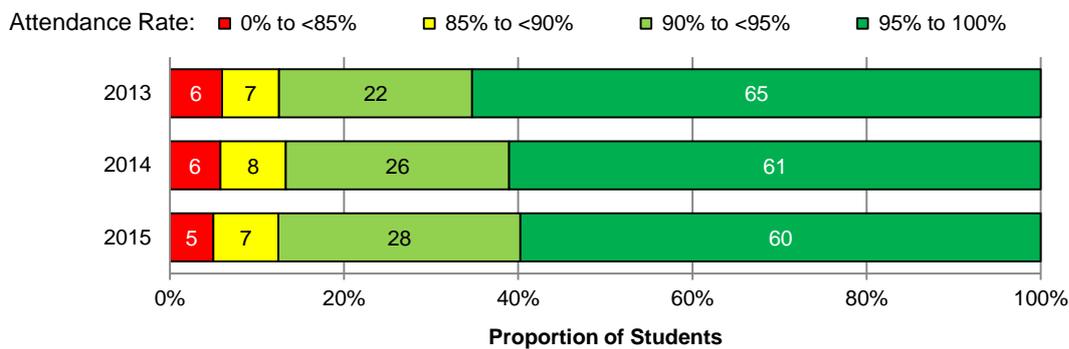
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	95%	94%	95%	96%	95%	94%	NA	NA	NA	NA	NA	NA

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

**Student attendance distribution**

The proportions of students by attendance range.



**Description of how non-attendance is managed by the school**

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Student rolls are marked twice daily - at the commencement of school and after the lunch break. Parents of students who are absent from school are required to provide a reason for the student's absence. If students are absent for more than three consecutive days, the parent is contacted by the school to obtain a reason for their absence. Details of any unexplained absences are sent to parents by mail with a request for an explanation. Absenteeism is monitored by the school Guidance Officer, who will contact parents to discuss absences greater than 5 days. Parents of students with high level absenteeism are invited to meet with the Year Level Deputy Principal to discuss strategies for improvement. If the high level of absenteeism continues, the Principal commences enforcement of the Compulsory School and Compulsory Participation provisions process.

To be proactive the school administration uses the noticeboard at the front of the school and the school newsletter to deliver messages about the importance of students being at school on time and every day.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

### Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

As at 16 February 2016. The above values exclude VISA students.

As at 16 February 2016. The above values exclude VISA students.