



Coopers Plains State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

| | |
|-----------------|---|
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School Overview

Coopers Plains State School is a learning community educating today's students for tomorrow's world. Students at Coopers Plains State School are engaged in quality education that develops the dispositions and skills necessary to be an effective learner for life. Staff at Coopers Plains State School are highly skilled and knowledgeable educators who form a professional learning community and actively seek ways to improve valued student outcomes. High expectations and standards are set to ensure everybody achieves to the best of their ability. Through engagement in the wider community the students of Coopers Plains State School form a connectedness to our world.

Our Values:

Quality education for all.

Excellence in teaching.

High standards in learning and behaviour.

Community engagement in all aspects of school life.

Principal's Forward

Introduction

Coopers Plains State School is a learning community focussing on educating individual students to interact meaningfully in society through the provision of a balanced and broad education. Students come from many cultural backgrounds and we respect this diversity. A positive disposition to learning is nurtured through our innovative practices and inclusive curriculum.

Essential to providing quality teaching and learning experiences is the provision of an intellectually challenging, safe and supportive learning environment which caters to the needs of each individual child. This is underpinned by a Proactive responsible behaviour Plan for students, "The Coopers Way". We believe that our approach builds trust and respect and develops cooperative relationships.

The facilities at Coopers Plains State School are conducive to a supportive learning environment with well- equipped and maintained grounds and buildings. Learning is supported by specifically planned and organised indoor and outdoor learning areas, which are at the same time, aesthetically pleasing as well as not constrained by limited space. Each teaching space has 100% connectivity to the intranet and internet.

The staff, students and families of Coopers Plains work together as a team building positive and rewarding relationships.

We provide avenues for our school community to work together in the provision of relevant and engaging educational opportunities and programs, through recognising and nurturing the innate potential of each child. Our school's strong sense of community is evidenced in the productive partnerships developed with parents/carers, other schools within the Coopers Cluster, Griffith University and local churches and community groups. The P&C participates in collaborative decision-making processes which guide the general operations and strategic direction of the school.

Coopers Plains State School has a professional, experienced and dedicated school staff. All staff take part in enhancing the learning outcomes of our students and school achievements. They work with specialist support staff and parents/carers to develop and implement relevant, challenging and engaging learning programs for students.

School Progress towards its goals in 2016

Improvement priority -Reading: 45%-50% of students achieving at levels consistent with U2B in Naplan by 2017

| Actions | Success Criteria | Progress |
|--|--|-------------------------------|
| Review and develop a school-wide "Home Reading" program | Research based home reading program is written and communicated with all staff and the school community for implementation in 2017 | Ongoing 2017 |
| Moderate reading and comprehension tasks aligned to the Australian Curriculum | Consistency of judgements across A-E reporting using C2C tasks | Completed and refinement 2017 |
| Engage staff in data discussions to monitor student progress and inform teaching | | Embedded and continuing 2017 |
| Differentiate curriculum and pedagogy | 60% of instructional programs reflect Age Appropriate Pedagogies (AAP) | Commenced and continuing 2017 |
| Monitor implementation of the school's Reading Framework and program | 100% of classroom and support programs have embedded the practices | Embedded and continuing 2017 |

Improvement priority - Numeracy: 25%-30% of students achieving at levels consistent with U2B in Naplan by 2017

| Actions | Success Criteria | Progress |
|--|---|------------------------------------|
| Formalise and embed coaching model | Every classroom teacher is in a coaching relationship with a member of the leadership team | Commenced but refining 2017 |
| Develop a school-wide numeracy framework | A consistently understood, shared understanding and mathematical language by all staff | Commenced but continuing 2017-2018 |
| Use a range and balance of pedagogical practices | The Coopers Way for teaching mathematics is reflected in the school's pedagogical framework and implemented in practice | Commenced and ongoing 2017-2018 |
| Use the Australian Curriculum to inform curriculum planning in the school's numeracy framework | All curriculum planning and differentiation shows a clear line of sight to the Australian Curriculum | Implemented and ongoing |
| Use data to backward map and correlate A-E data and predicted Naplan results | The Whole School Assessment Schedule sets targets in each year level to indicate success in NAPLAN | Implemented and continuing |

Improvement priority - Teaching Practices: Improve teacher capability to ensure a clear line of sight between the Australian Curriculum and classroom practices

| Actions | Timelines | Success Criteria |
|---|---|--|
| Formalise and implement school-wide moderation processes | There is a documented and implemented moderation process | Completed |
| Formalise and implement a school-wide coaching and mentoring process/culture | The coaching and mentoring process is written into the school's pedagogical framework | Commenced and further development 2017 |
| Undertake Annual Performance Reviews with teachers and teacher-aides | 100% of teachers and teacher aides have a formal performance plan which is reviewed regularly | Teachers' commenced with refinement 2017. Focus on teacher-aides 2018 |
| Professional development around a range and balance of pedagogical practices | Coaching feedback indicates a range and balance of pedagogical practices | Implemented and ongoing |
| Improve teacher capability in interrogating and understanding data to inform teaching | Evidence of data informed teaching practices | Embedded and on-going |

Future Outlook

Improvement Priority Area 1: Reading

| Targets | Strategies | Timelines |
|--|---|----------------------|
| 100% of students achieving at levels consistent with National Minimum Standards | Implement high strategy pedagogical practices in Reading with a focus on teacher and student goal setting | Term 2 (and ongoing) |
| 55% of students achieving at levels consistent with National Upper 2 Band levels | Ensure adherence to the "Coopers Way" of Reading. Providing further professional development around this with a focus on teachers new to the school and teacher-aides | Term 1 (and ongoing) |
| | Implement and manage consistent pedagogical practices | Term 3 (and ongoing) |
| | Develop a consistent approach to home reading across Prep –Year 6 | Term3 |

Improvement Priority 2: Numeracy

| Targets | Strategies | Timelines |
|--|--|----------------------|
| 100% of students achieving at levels consistent with National Minimum Standards | Develop an evidence-based, rigorous school-wide Numeracy Framework based on proved pedagogical approaches | Term 3 & 4 |
| 55% of students achieving at levels consistent with National Upper 2 Band levels | Use the Australian Curriculum to inform curriculum planning in the school's numeracy framework | Term 2 (and ongoing) |
| | Use data to backward map and correlate A-E data and predicted Naplan results to allocate resourcing and inform differentiation | Term 4 (and ongoing) |

| | | |
|--|---|--------------------------|
| | Support the implementation of the school-wide numeracy framework through the provision of professional development for teachers and teacher-aides | Term 2 & 3 (and ongoing) |
|--|---|--------------------------|

Improvement Priority 3: Teaching Practices

| Targets | Strategies | Timelines |
|---|--|----------------------|
| Improved teacher capability to ensure students are engaged in learning and achieving | Develop (2017), formalise (2018) and embed (2019-2020) a coaching model so that every teacher is in a coaching relationship with a colleague and a member of the school leadership team | Term 1 (and ongoing) |
| 100% of classroom teachers engaged in a coaching relationship with a colleague and with a member of the leadership team | Formalise and implement school-wide moderation processes/practices in: English (2017) Mathematics (2018) Science (2019) Humanities and Social Science (2020) | Term 1 (and ongoing) |
| | Deliver and differentiate the Australian Curriculum through a range and balance of age appropriate pedagogical practices | Ongoing |
| | Enhance the professional capacity of teacher aides to support numeracy and literacy intervention | Term 3 |
| | Develop a framework for implementing the Digital Technologies component of the Australian Curriculum | Term 3 & 4 |
| | Strengthen and embed partnerships with "Transition to Prep" cluster and other early childhood providers | Term 2 (and ongoing) |

Our School at a Glance

School Profile

| | |
|-------------------------------------|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2016: | Prep Year - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 224 | 118 | 106 | 24 | 93% |
| 2015* | 187 | 102 | 85 | 24 | 87% |
| 2016 | 172 | 84 | 88 | 21 | 93% |

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 2016, there were no students enrolled in a pre-Prep** program.

** 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

Overview

Coopers Plains State School is located in the suburb of Coopers Plains in Brisbane's south and is part of the Metropolitan Education Region.

The school ICSEA in 2016 was 993.

The school enrolment fluctuates between approximately 170 to 190 students during each school year, however, the Effective Enrolments are fairly stable. Students are drawn from Coopers Plains and neighbouring suburbs.

Students come from many different cultural backgrounds. Approximately 26.1% of students have Standard Australian English as an additional language or dialect. 12.2% of students have an Aboriginal and Torres Strait Islander background

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---------------------|------|-------|------|
| Phase | 2014 | 2015* | 2016 |
| Prep – Year 3 | 22 | 22 | 25 |
| Year 4 – Year 7 | 24 | 28 | 23 |
| Year 8 – Year 10 | | | |
| Year 11 – Year 12 | | | |

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Curriculum aligned to the Australian Curriculum
- Curriculum is enacted through the C2C units
- The school has a well-developed whole school Curriculum Framework
- The school's Curriculum Framework contains plans for multi-aged classes.
- We have a strong Pedagogical Framework (the "Coopers Star") which underpins curriculum delivery with a focus on the cycle of:

Effective teaching

Individual Pathways

Connectedness

Assessment

Feedback

Co-curricular Activities

- Interschool sport: athletics, swimming, soccer, netball, touch football, softball
- School Band
- Choir
- Chess Club
- School Readers Club
- Annual school musical and concert
- Opportunities to compete in competitions such as Maths Team Challenge, Premiers Reading Challenge, University of New South Wales Mathematics Competition, Readers Cup

How Information and Communication Technologies are used to Assist Learning

All students have daily access to classroom computers as well as regular access to those in the Resource Centre and Computer Lab. Students access these for research, word processing, emailing and a variety of other purposes. Each classroom has either an interactive whiteboard or a data projector and laptop for curriculum delivery.

The school website at www.coopersplainss.eq.edu.au gives the most up to date information on the school. It also contains a copy of the Internet Agreement that all students must have before accessing the internet at school or from home. Some areas of the website for students and staff can only be accessed with a login and password.

Social Climate

Overview

With a school student population of approximately 200 students, the qualities of a small school with a caring family atmosphere are immediately evident. Established processes and procedures ensure that all children's individual learning styles, learning needs and learning interests are catered for through a differentiated suite of programs that lead to a successful and enjoyable school life.

Our school has a comprehensive Code of school Behaviour with a published Responsible Behaviour Plan for Students that outlines expectations and processes followed to encourage positive relationships and ensure students perform to their potential.

Our aim at Coopers Plains State School is to create the conditions for each learner to progress towards responsible self-management, whilst learning about how and why people behave the way they do. Because we focus on catering for individual



differences, we realise that each child will move towards this goal at their own pace and they will also have individual needs along the way. The use of a pro-active, non-coercive approach that builds on relationships, encourages self-evaluation and focuses on quality is evident in all we do.

Our Code of Behaviour – the “Coopers Way” is simply stated as:

At this school we RESPECT people, place and property.

At this school we ensure the SAFETY of people, place and property.

At this school we participate in LEARNING and allow others to learn and to teach.

Coopers Plains State School has a Chaplain who works three days a week.

A local church provides access to Kids Hope which is a mentoring program for students in need.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016) | 100% | 90% | 97% |
| this is a good school (S2035) | 100% | 76% | 100% |
| their child likes being at this school* (S2001) | 97% | 86% | 95% |
| their child feels safe at this school* (S2002) | 97% | 82% | 90% |
| their child's learning needs are being met at this school* (S2003) | 93% | 91% | 92% |
| their child is making good progress at this school* (S2004) | 93% | 91% | 90% |
| teachers at this school expect their child to do his or her best* (S2005) | 97% | 95% | 95% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 90% | 95% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 95% | 97% |
| teachers at this school treat students fairly* (S2008) | 100% | 82% | 95% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 95% | 97% |
| this school works with them to support their child's learning* (S2010) | 100% | 95% | 100% |
| this school takes parents' opinions seriously* (S2011) | 96% | 91% | 89% |
| student behaviour is well managed at this school* (S2012) | 86% | 73% | 79% |
| this school looks for ways to improve* (S2013) | 100% | 86% | 95% |
| this school is well maintained* (S2014) | 100% | 95% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 93% | 97% | 89% |
| they like being at their school* (S2036) | 94% | 92% | 82% |
| they feel safe at their school* (S2037) | 95% | 92% | 80% |
| their teachers motivate them to learn* (S2038) | 98% | 100% | 94% |
| their teachers expect them to do their best* (S2039) | 98% | 100% | 94% |
| their teachers provide them with useful feedback about their school work* (S2040) | 98% | 93% | 86% |
| teachers treat students fairly at their school* (S2041) | 87% | 93% | 79% |
| they can talk to their teachers about their concerns* (S2042) | 94% | 92% | 81% |
| their school takes students' opinions seriously* (S2043) | 89% | 90% | 77% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2014 | 2015 | 2016 |
| student behaviour is well managed at their school* (S2044) | 70% | 82% | 63% |
| their school looks for ways to improve* (S2045) | 95% | 97% | 91% |
| their school is well maintained* (S2046) | 88% | 90% | 87% |
| their school gives them opportunities to do interesting things* (S2047) | 95% | 97% | 86% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 95% | 95% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 86% | 91% | 96% |
| they receive useful feedback about their work at their school (S2071) | 95% | 90% | 85% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 87% | 79% | 80% |
| students are encouraged to do their best at their school (S2072) | 95% | 100% | 100% |
| students are treated fairly at their school (S2073) | 91% | 95% | 93% |
| student behaviour is well managed at their school (S2074) | 82% | 91% | 73% |
| staff are well supported at their school (S2075) | 86% | 86% | 89% |
| their school takes staff opinions seriously (S2076) | 86% | 81% | 84% |
| their school looks for ways to improve (S2077) | 95% | 100% | 96% |
| their school is well maintained (S2078) | 95% | 90% | 93% |
| their school gives them opportunities to do interesting things (S2079) | 91% | 91% | 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.

Parent and community engagement

Communication between school and home is a crucial feature of an effective partnership. School/home communication happens in several ways:

School newsletter –Thursdays fortnightly

Class newsletters – Thursdays fortnightly

Discussions and interviews – by appointment

Accessing the school website

Parental forums offered by the school at various times.

Information evenings and Open Days

Parent representatives on school committees including Strategic Planning, ICTs and Chaplaincy

Emails, phone calls and communication diaries used in some family situations

Parents are invited to join our P&C Association (P&C) which meets on a monthly basis. This successful group makes a major contribution to the school by providing support, assistance and funding for resources, programs and improvements to our facilities and grounds. The P&C operates a tuckshop and uniform shop.

Parent support enriches the school and we welcome parents to help however they can. This could be in the classroom, representing the parent body on committees, in the maintenance of the grounds and facilities or in preparing resources.

A standardised Education Queensland Report Card is issued each semester and the school holds formal parent-teacher interviews twice per year.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This program is delivered by classroom teachers through the Prep to Year 6 Health and Physical Education curriculum which is aligned with the Australian Curriculum: Health and Physical Education focus area of relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES | | | |
|---------------------------------|-------|--------|------|
| Type | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 15 | 13 | 14 |
| 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.

Environmental Footprint

Reducing the school's environmental footprint

The school regularly monitors electricity and water usage and investigates and rectifies anomalies found. The school is well equipped with 5 water tanks which are used for maintaining the grounds. The installation of solar panels assists with reducing electricity usage from the grid.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 36,290 | 1,324 |
| 2014-2015 | 57,156 | 306 |
| 2015-2016 | 68,324 | 915 |

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.

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 <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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

| 2016 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 18 | 11 | <5 |
| Full-time Equivalents | 13 | 7 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 0 |
| Masters | 2 |
| Graduate Diploma etc.** | 4 |
| Bachelor degree | 9 |
| Diploma | 3 |
| Certificate | 0 |

*Teaching staff includes School Leaders

**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 2016 were \$32 000

The major professional development initiatives are as follows:

- Lyn Sharratt Regional Workshops
- Coaching (Reading)
- Mentoring (Beginning Teacher Mentoring Program)
- Peer Learning Circles (Curriculum)
- Effective teaching practices (Reading and Mathematics)
- Understanding of and implementation of the Australian Curriculum
- Building a professional learning community
- Leadership capability building.
- STEM
- Behaviour Management

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 97% | 97% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2016 | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 93% | 92% | 94% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 89% | 90% | 90% |

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

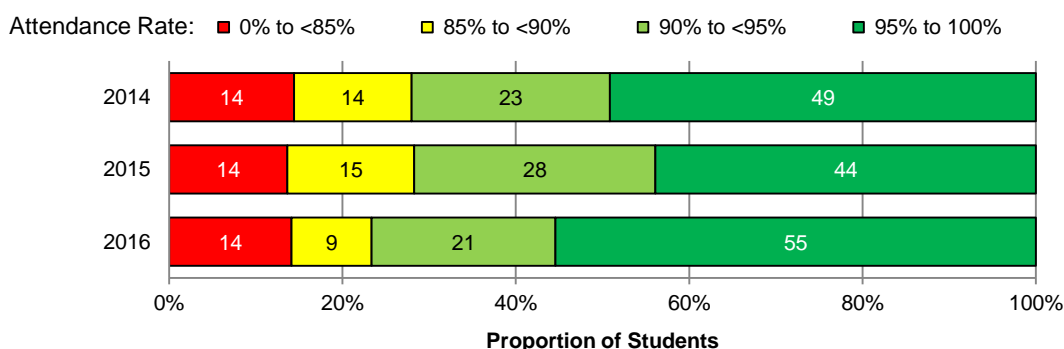
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | 93% | 92% | 93% | 93% | 93% | 93% | 92% | 92% | | | | | |
| 2015 | 90% | 90% | 92% | 94% | 92% | 93% | 95% | | | | | | |
| 2016 | 92% | 91% | 93% | 94% | 95% | 96% | 94% | | | | | | |

*Attendance rates effectively count 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.



At this school rolls are marked electronically by class teachers twice per day (morning and afternoon). Absences are recorded on OneSchool by the Administration Officer and/or classroom teacher. Unexplained absences of three days or greater are reported to the Principal who contacts parents/caregivers initially by phone. If unable to be contacted by phone formal letters are posted to parents/caregivers inquiring as to reasons for absences. Children who arrive late to school must report to the office where their reasons are recorded on OneSchool and a slip is issued by the Administration Officer or Principal to be given by the child to the class teacher. If children leave before the end of the school day the parent/caregiver must report to the office first and fill in an early departure register. This is recorded on OneSchool by the Administration Officer. A slip is then given to the parent/caregiver to give to the classroom teacher before the child is allowed to leave the classroom. Persistent late arrivals or early departures are followed up by the Principal through arranging a formal meeting between the parent/caregiver and the Principal.

NAPLAN

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

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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.

