

Manly West State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

At Manly West State School we live our motto 'Active Minds, Bright Futures'. This is reflected in our purpose - to create a culture of learning, where students become critical and creative thinkers, literate and numerate, ethical in behaviour, personally and socially confident, competent with ICTs, accepting of individual differences and globally aware citizens. Our vision is 'every day, in every classroom, every child is learning and achieving'.

We offer our students a world-class Australian education and multiple learning pathways, working closely and creatively with parents and the wider community to support access to high quality learning opportunities. Our school families are a diverse cultural and socioeconomic mix and our school is community focussed with strong parental partnerships as a key feature. Through these strong partnerships, quality curricula and teaching, and our four values of effort, safety, responsibility and respect, our students grow and learn to contribute successfully in an ever changing world.

This report celebrates the successes that can be achieved when a school community works together to provide quality education for its students. We are proud to share the Manly West State School Annual Report 2015.

School progress towards its goals in 2015

We enacted the following:

KP1 – Create healthy people, places & partnerships

- Reviewed and updated the bronze, silver, gold behaviours for our four school values.
- Continued to focus on smooth transitions with both Prep (to year 1) and Year 6 (to high school) programs and growing links between local early years' education networks.
- Extended our pastoral care program with an updated induction program for staff and families, chaplaincy program, Active School Travel (Brisbane City Council) and our school 'big buddy' program - older students mentoring younger students.
- Continued to grow our learning community by seeking and acting upon community feedback, sharing learning through performances, parent forums, community events and a strong P&C and parent coordinators leading social and learning opportunities. These connections have enhanced our school's reputation as a high-quality educational facility and also provided extended learning opportunities for our students.

KP 2 – Enable critical & creative thinkers through diverse learning pathways

- Year level teams with the Curriculum and the Reading to Learn coaches implemented new Australian Curricula (Civics & Citizenship, Economics & Business and Health). Planning of learning units was supported through the use of 'Learning Maps' (J. Knight: High Impact Learning);
- Strengthened inquiry Science and higher order thinking through Year Level teaching, a Science Fair and environmental education with the Moreton Bay Environmental Education Centre (MBEEC);

- Use of digital devices such as iPads, tablet devices, IWBs, laptops, beebots, hand-held scanners and digital microscopes in everyday learning tasks;
- Provided differentiated learning pathways through Life Education, Footsteps Dance, student leadership programs, camps and excursions, clubs, school musical and excellence days with local schools.

KP 3 – Differentiate learning for literacy & numeracy

- Embedded a whole school approach to teaching reading, writing and numeracy with the 'Reading to Learn' methodology (R2L) (D. Rose: <http://www.readingtolearn.com.au/>)
- All class teachers (with our R2L coach) worked in teams of 3 to observe best practice and feedback to each other on the teaching of English and Mathematics. Teachers valued this as significant professional learning.
- Embedded a range of intervention strategies to suit the needs of individual learners: including sight word recognition program, STRIVE, Read It Again, QAR, ELF and numeracy warm-ups.

KP 4 – Put Faces on the Data

- Continued to employ a Data Coach to support teachers to grow their data literacy and to develop our individual student case study model (J. Hattie: Visible Learning, Sharratt & Fullan: Putting Faces on the Data);
- Embedded a process where teachers are using (their data literacy and R2L) in classroom action research to improve student achievement outcomes <http://www.lynsharratt.com/>;
- Continued partnering with Griffith University in an action research project on writing;
- Students monitored their own attendance, behaviour choices and learning using SMART goals.

KP 5 – Teaching practice – high quality teaching focused on creating independent learners

- Great Results Guarantee funding (\$117,587) was used to implement the Reading to Learn methodology, data literacy learning, collegial coaching – R2L, curriculum and data, teacher release for Triads;
- Lessons were planned using the Gradual Release of Responsibility Model and for each lesson learning intentions and success criteria were made clear through the WALT, WILF and TIB strategies; http://www.glencoe.com/glencoe_research/Jamestown/gradual_release_of_responsibility.pdf
- Moderation of student work samples to ensure consistency of teacher judgement occurred within Year Level teams (horizontal), across whole school (vertical) and with teaching teams in other local schools.

Future outlook

Improvement Priority 1 – embed a whole school approach to intentional, consistent and inclusive instructional practice.

Strategy - embed an inclusive teaching and learning methodology

- Continue to embed and build sustainability of R2L by monitoring the whole school rigor and consistency of language of instruction. Explore R2L science.
- Strengthen links between home and school learning through online learning tools and strategies.
- Identify and target professional learning for both the experts and the novice teachers and differentiate through the Teacher Triad observation, feedback, coaching model.
- Embed an innovative problem-solving strategy for Mathematics - Polya's Thinkboard <https://math.berkeley.edu/~gmelvin/polya.pdf>.

Strategy – grow the capacity of every teaching staff member.

- Link the Annual Performance Review to student learning achievement, R2L, data inquiry, exploration of national and international educational trends and mandatory training.
- Continue to strengthen the MWSS moderation process.
- Continue teacher-led action research projects with Griffith University: Age Appropriate Pedagogy, Writing focus
- Embed environmental education through Science, Geography and/or History Curricula in conjunction with MBEEC programs and MWSS kitchen garden learning.
- Explore the new Australian Curricula - digital technologies, the Arts and the HPE.

Improvement Priority 2 – Every child achieves a year of growth in the 2016 school year.

Strategy – put faces on the data.

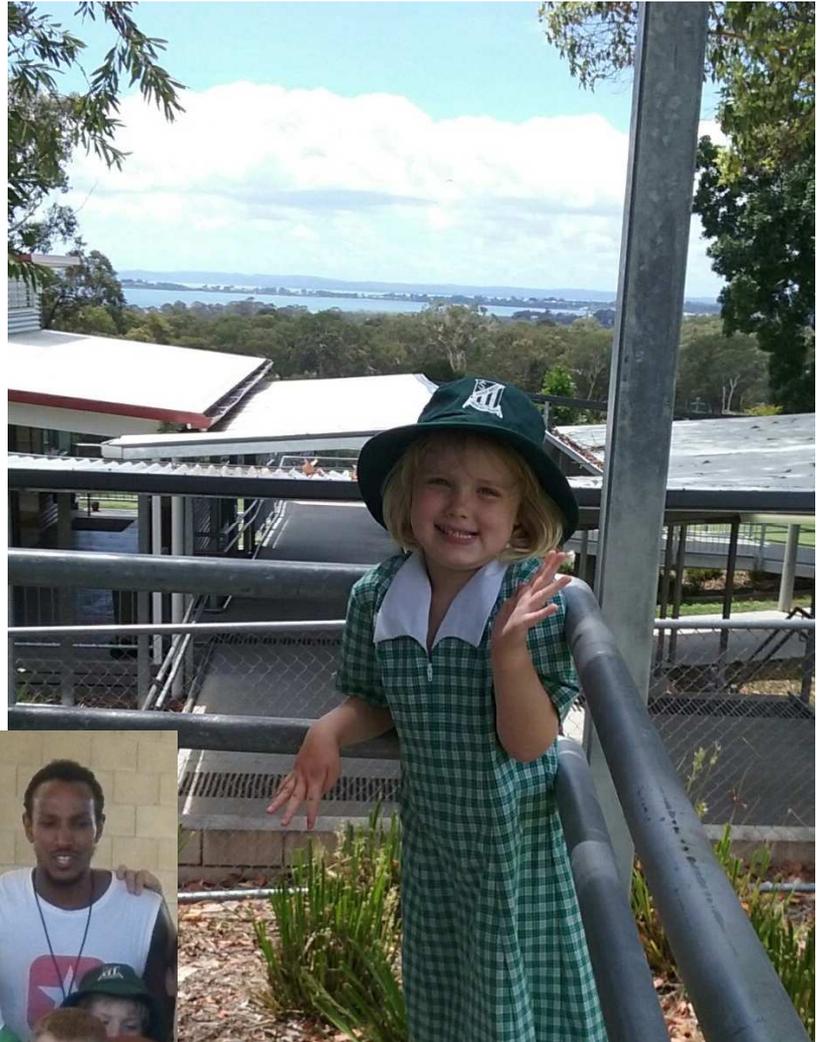
- Continue to embed the data inquiry process and build sustainability of data inquiry strategy.

Strategy – ensure every child is learning and achieving.

- Embed the whole school MWSS differentiation plan to cater for individual students and student-led learning.
- Continue to expand learning pathways by implementing a visual artist-in-residence program.
- Enable smooth transitions: 2017 class design process. Pre-prep expo for sharing learning across the pre-prep/prep juncture. Communicate about school programs through parent education sessions.

Improvement priority 3. Grow a team culture where there is a shared responsibility and accountability for student growth.

- Continue to nurture a distributive leadership model and collaborative teams through StrengthsFinder and team building and Growth mindset (C. Dweck: Growth Mindset) learning for staff, students and parents.
- Extend student-led learning through a conflict resolution (peer to peer) program – Bridge Builders <http://empoweringlifefskills.com.au/programs/bridge-builders/>
- Communicate proactively by introducing QParents and promoting the QSchool app.
- Continue to respond to the needs of the local Wynnum Manly community through the Wynnum Manly State Education Alliance, community events and special need groups such as Silky Oaks open pantry project.



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	427	199	228	16	96%
2014	437	219	218	11	94%
2015	442	228	214	14	96%

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.*

*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:

Along with a growing population and cultural diversity, Manly West SS has an optimistic sense of community and a shared focus on supporting our students to be critical and creative thinkers. The school is situated in the family-oriented suburb of Manly West, 13 kilometres from the Brisbane CBD, with panoramic views over Moreton Bay. It features parklands, bike and walk ways, a seaside pool, and facilities for sailing, fishing and canoeing. Many families are second or third generation and proud of their school's heritage. Families, students and staff value varied learning pathways that cater for individualised learning. Together we believe that when the key 'people' - the student, the parent and school staff - are working in harmony, effective and lasting learning can take place.

A data snapshot of the Manly West suburb reveals the following:

- the most common ancestries are English 30.9%, Australian 29.1%, Irish 9.4%, Scottish 8.2% and German 4.5%;
- 15.6% are one parent families;
- the most common occupations are professionals 20.8%, clerical and administrative workers 17.6%, technicians and trade workers 14.3%, managers 12.5% and sales workers 9.8%;
- 20.3% of household weekly household income > \$600 and 13.3% households weekly income < \$3,000;
- 27.8% of people attend an educational institution, 35.4% in primary school, 20% in state primary schools.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	25	23	23
Year 4 – Year 7 Primary	26	22	24
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	24	26	5
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 curriculum delivery approach features:

- The Australian Curriculum – English, Mathematics, Science, History, Geography, Technology, The ARTS, Health and Physical Education <http://www.australiancurriculum.edu.au/>;
- Strategies such as reflective learning, critical thinking, goal setting and feedback through WALT, WILF and TIB;
- Specialist music, visual arts and dance programs;
- Digital learning embedded in everyday lessons;
- Science Inquiry using the Australian curriculum, 'Primary Connections' program, C2C;
- Japanese language program;
- Reading to Learn methodology which targets both literacy and numeracy <http://www.readingtolearn.com.au/>;
- A perceptual motor program;
- Cultural awareness learning opportunities through NAIDOC week and Harmony Day;
- Weekly social skills and conflict resolution lessons (linked to Bronze, Silver, Gold levels).

Extra curricula activities

- Pastoral care programs – big buddies program, chappy activities, social play in the games room;
- Leadership programs including the student council, School Captains, Sports House Captains, parade leaders, ANZAC Day and National Young Leader's Day events, leadership camps;
- Academic competitions and enrichment programs including WMsea academic enrichment days, Maths Masters, Writing camps, University of New South Wales (ICAS) national academic competitions;
- Boys Vocal Group, Junior and Senior Choirs;
- Instrumental Music Program (brass, woodwind and percussion) including music camps for our beginning and also for experienced student musicians. From 2013-2015 this program has doubled in size and now features both junior and senior band programs which are highly valued by our school community;
- Interschool and Representative sports – soccer, rugby league, volleyball, netball, Australian Rules, touch football, oztag, softball, basketball. Our students have achieved at district, regional and national levels.

How Information and Communication Technologies are used to improve learning

Digital pedagogies are integrated into everyday teaching and learning at MWSS through online learning programs, innovative teaching strategies and the use of a variety of digital devices to support the learning: including laptops, computer labs and interactive whiteboards (in every learning space), digital cameras and microscopes, iPads, Beebots (programmable robots) and easi-speak microphones. In 2016 3D printers will be a focus. Students and teachers engage in weekly lessons to explore digital software and hardware and work on integrating digital pedagogy naturally into everyday learning. Online programs such as 'Accelerated Reader', 'Mathletics' and 'Skoolbo' allow students to work and achieve at their individual learning level. Our computer club extends the learning using virtual world programming for a key group of motivated students.

In 2015, the Bring Your Own Device (BYOD) model was piloted at Manly West with a view to supporting our students to use digital tools (some brought from their home) naturally in their everyday learning activities. Follow this link for further information: <https://byox.eq.edu.au/Pages/default.aspx>

Teachers and students access a range of learning opportunities and resources through EQs Learning Place including accessing and using EdStudios and learning objects across all curriculum learning areas. From 2013 to 2015 students and staff participated in the Metropolitan Region Upper 2 Bands Project delivering Maths extension online in partnership with the Brisbane School of Distance Education - accessing live online lessons through EQs iConnect facility and a virtual classroom through eLearn.

From 2012 to 2014 an elearning coach worked closely with class teachers to support the integration of digital teaching and learning. Along with an expert technician (3 days per week), this very successful innovation has supported the emergence of expert teachers across the school. In 2015 the elearning coach role was discontinued firstly because this coaching program had enabled significant growth in teacher expertise and also because workforce planning had resulted in employment of teachers with additional skills in IT. The current model features placement of IT expert teachers on each year level supported by a 3-day per week technician.

Social Climate

Manly West SS students are encouraged to follow our four school rules focussed on being safe, responsible, respectful and showing effort. Data gathered through our School Opinion Survey indicates that our students, parents and staff are satisfied with our school's positive behaviour focus and supportive social programs.

Establishing a safe, supportive and caring environment where students, staff and parents feel valued is a key goal of our school. To enact this goal, our Responsible Behaviour Support Plan recognises and rewards positive learning behaviour whilst also providing consistent and fair management strategies. This plan is reviewed annually to ensure it meets the needs of our growing community. Our school enrolment has increased persistently each year from 2012 to 2015 and Manly West SS has become a school of choice in our local community. However with this constant growth has come some inconsistency in the expectations of families and staff towards social and emotional behaviour choices of our students, staff and parents. This is reflected in our SOS data for 2015. In response, the school community has reviewed our school induction/enrolment processes to ensure that everyone is on the same page. Key information about our shared high expectations throughout has been communicated throughout 2015 in as many different methods as possible.

Pastoral care programs including community service, lunch time social games, activity clubs and game referees, also support this positive behaviour focus. In 2013 our school introduced a school chaplaincy program with a pastoral care focus.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	97%	91%
this is a good school (S2035)	100%	97%	89%
their child likes being at this school (S2001)	100%	97%	94%
their child feels safe at this school (S2002)	100%	100%	91%
their child's learning needs are being met at this school (S2003)	90%	94%	91%
their child is making good progress at this school (S2004)	100%	97%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	92%	94%
teachers at this school motivate their child to learn (S2007)	97%	92%	97%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school treat students fairly (S2008)	93%	97%	89%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	91%
this school works with them to support their child's learning (S2010)	97%	97%	97%
this school takes parents' opinions seriously (S2011)	100%	91%	86%
student behaviour is well managed at this school (S2012)	97%	89%	83%
this school looks for ways to improve (S2013)	100%	100%	94%
this school is well maintained (S2014)	100%	100%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	94%	93%
they like being at their school (S2036)	96%	95%	94%
they feel safe at their school (S2037)	93%	92%	92%
their teachers motivate them to learn (S2038)	98%	96%	96%
their teachers expect them to do their best (S2039)	100%	97%	98%
their teachers provide them with useful feedback about their school work (S2040)	99%	94%	96%
teachers treat students fairly at their school (S2041)	89%	88%	88%
they can talk to their teachers about their concerns (S2042)	90%	85%	90%
their school takes students' opinions seriously (S2043)	88%	91%	87%
student behaviour is well managed at their school (S2044)	80%	81%	73%
their school looks for ways to improve (S2045)	97%	96%	98%
their school is well maintained (S2046)	95%	95%	90%
their school gives them opportunities to do interesting things (S2047)	97%	95%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	94%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	94%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	97%
student behaviour is well managed at their school (S2074)	92%	93%	97%
staff are well supported at their school (S2075)	97%	100%	97%
their school takes staff opinions seriously (S2076)	97%	96%	97%
their school looks for ways to improve (S2077)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
their school is well maintained (S2078)	97%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	96%	94%

'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

At Manly West SS we encourage and welcome school parents as partners in the education of their child. We welcome parents into our classrooms and ensure that all parents are aware that they are integral to the success of their child's learning. Parents are encouraged to be in regular contact with class teachers to grow this shared partnership approach to monitoring their child's academic and social development. Parent Education Programs are offered to enhance understandings of student learning abilities, needs and strategies. Year level information sessions share the year-to-come with families and face-to-face interviews regarding student progress are conducted twice per year.

The Manly West SS Parents and Citizens Association (MWSS P&C) is open to parents and community members. The P&C is a dynamic group who work closely with staff to build a strong school community. The P&C manages the Outside School Hours Care, the Swimming Club, the Tuckshop and the Uniform Shop. It assists with strategic planning for school resourcing and contributes significantly to building our school culture through:

- Fundraising events, such as trivia nights, discos and the bi-annual fetes;
 - Involvement in school-wide planning and reviewing processes;
 - Supporting students in classrooms, sporting teams, school events, camps and on excursions;
 - Contributing to the school newsletter;
 - Participating in our school activities, such as concerts, discos, sports days, and community breakfasts;
- Our local community, such as nearby retirement village, vet, children's haven, sporting clubs, Rotary, Bunnings and local chambers' of commerce are heavily supportive of our school.

We are proud of our school. New families are speaking with their feet and enrolling at Manly West State School leading to growth from 401 students in 2012 (Prep-7), to 445 in 2015 despite Year 7 moving on to high school. Many families from outside of our catchment continue to seek enrolment in our school indicating a positive reputation in the wider community. The stability of school leadership from 2012 to 2015 and the engagement with the school community is reflected in our consistent school opinion data. Families and staff have identified 2015 as a time of consistent, expert teaching and positive teams.

Reducing the school's environmental footprint

As a result of the State Schools' of Tomorrow and the Building the Education Revolution funding, energy saving measures have been built into the school facilities; such as lights operating on a sensor system, day and night. In everyday class activities, students are being educated with a focus on reducing our environmental footprint whether at school, home or the wider community. This is being supported through ongoing teaching and learning program support from our local Moreton Bay Environmental Education Centre and also through the 'Kitchen Garden' at our school with its environmental science focus. A swimming pool upgrade resulted in a significant increase in water usage in 2014 and subsequent decrease with the new pump in 2015.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	170,675	1,702
2013-2014	159,322	5,254
2014-2015	168,718	979

*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.

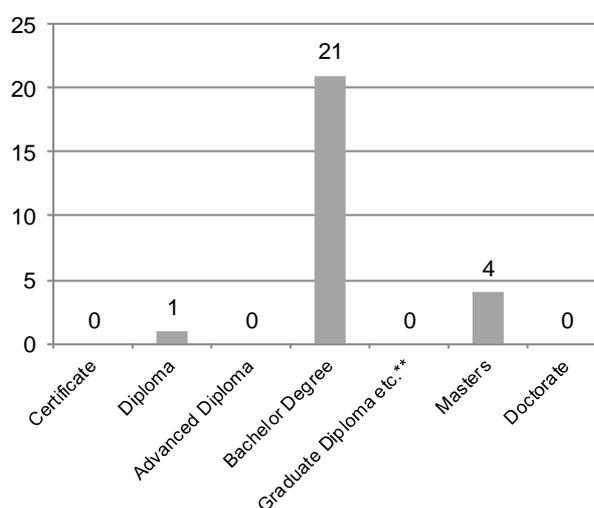
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	32	17	0
Full-time equivalents	26	11	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	21
Graduate Diploma etc.**	0
Masters	4
Doctorate	0
Total	26



*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 \$19900

The major professional development initiatives are as follows:

- Teacher triads observation and feedback process
- R2L Coach supporting implementation of the R2L pedagogy
- R2L 8 Day training for new staff
- Participation in Metropolitan Region Teaching and Learning Branch R2L Projects
- Australian Curriculum implementation supported by Curriculum Coach
- Digital pedagogy – 3 day Tech support, interactive whiteboard teaching tools, iPad training,
- Instructional Strategies – literacy and numeracy, explicit teaching strategies, gifted education, moderation
- Griffith University partnership – 7 staff working in a team on an action research project
- Age appropriate pedagogy project – prep teachers, principal (with Griffith University team)
- Development of leadership capacity through Metropolitan Region's Aspiring Leaders Program
- First Aid and CPR

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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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

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).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	89%	89%

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

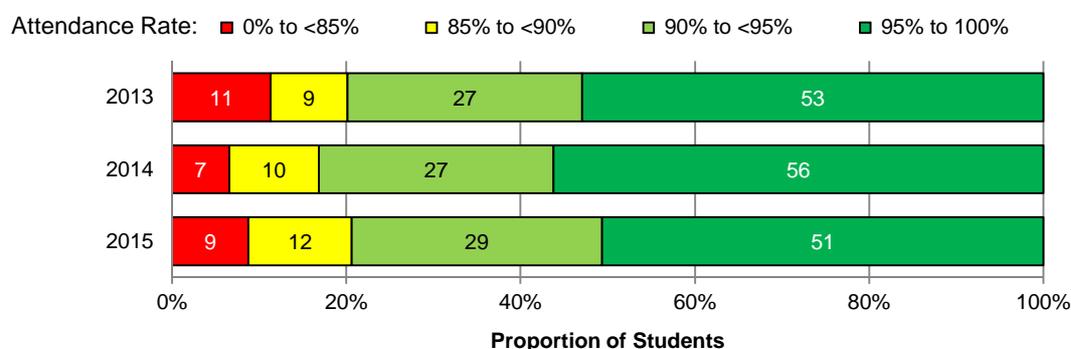
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	91%	94%	93%	95%	93%	94%	93%					
2014	95%	94%	94%	95%	97%	92%	95%	94%					
2015	94%	93%	94%	94%	94%	94%	94%						

*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.

At Manly West SS non-attendance and roll marking is managed in line with the DETE policies listed above. A sign in/out book is kept in the school office for recording of students arriving late or leaving early during school hours. Parents can notify the school of a student's absence using a dedicated phone message bank, with a note or a phone call. Student absence data is regularly reviewed by school administration and classroom teachers. Principal and teachers work to support students, parents and families where there is a pattern of unexplained or persistent absence.

In 2012 we put in place an initiative that requires each child to monitor their own attendance by highlighting a calendar each day. This has significantly raised awareness for students, staff and parents about individual student attendance patterns. It is in line with our focus on students leading and taking responsibility for their own learning. Not only has our overall attendance rate increased but in 5 of the 7 year levels the attendance rate has also increased. Although this initiative is very simple, it has supported teachers to focus on attendance as one of the keys to student learning achievement, because these calendars can be accessed and discussed whenever necessary to highlight attendance patterns.

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.

We are proud to share our school's wonderful growth story. This story is illustrated by our student's NAPLAN results in the upper two achievement bands; for example 50.8% of our Year 3 students scored in the upper two bands of the reading test in 2015. The (2012-2015) Year 3 and Year 5 percentages of student achievement for reading, writing, spelling, grammar and punctuation and numeracy are outlined in the table below.

		% Upper Two Bands					2008-15
		This School					
		2008	2012	2013	2014	2015	
Year 3	R	21.2	44.4	42.5	54.6	50.8	
	W*	48.1	32.6	29.8	29.0	33.9	
	S	15.4	29.7	36.2	43.5	45.8	
	GP	21.2	50.0	34.0	45.2	59.3	
	N	21.2	25.4	19.1	36.5	40.0	
Year 5	R	15.3	9.4	36.2	29.3	38.0	
	W*	6.9	3.0	4.3	6.8	16.0	
	S	6.6	12.1	34.0	18.6	30.0	
	GP	20.3	15.2	26.5	32.2	42.0	
	N	3.4	3.2	25.5	15.6	34.5	

Further 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

GO

Sector:

Government

Non-government

SEARCH

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.