



Minden 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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Contact Person:	Principal

## School Overview

Established in 1878, Minden State School is located approximately 26 km west of Ipswich on the Warrego Highway. We are a co-educational facility catering for students from Prep to Year 6. Our school motto "Aim for the Best" is central to everything we do. The school curriculum incorporates a high emphasis on Literacy, Numeracy and Science and the use of technology across all curriculum areas. Each classroom is equipped with an Interactive Whiteboard and access to iPads while our Resource Centre houses a computer lab. A comprehensive assessment and reporting framework tracks the literacy and numeracy development of all children across all year levels. The school provides a range of learning experiences in Instrumental Music (Years 4-6), Choir, Physical Education, Music, Performing Arts, Outdoor Education and LOTE (German). A Learning Support Teacher provides weekly services to students while a Guidance Officer, AVT – Inclusion, AVT – Prep Support, Speech Language Pathologist, and Chaplain visit on an itinerant basis. At Minden State School, we provide a safe, stimulating environment where appropriate and effective learning can take place for all children. Our school has a defined process for the teaching of behaviour expectations and places a priority on the teaching and reinforcing of positive and appropriate behaviour. In partnership with parents and the community, every student is inspired to learn and accomplish academic, physical and cultural goals.

## Principal's Forward

### Introduction

Minden State School's motto is "Aim for the Best". This motto is the driving force for everything we do.

We maintain an unrelenting focus on academic achievement and discipline and staff have purposely created a safe, supportive and respectful environment in which we encourage students to work to the best of their ability and to achieve at an individual level.

Learning is our core business and all staff at Minden are committed to creating stimulating, dynamic classrooms in which they deliver a range of appropriate, yet intellectually challenging, learning experiences. Our major goals focus on enhancing literacy, numeracy and science outcomes along with improving behaviour / social interactions among our range of students. At Minden, we are committed to inclusive education ensuring the learning needs of all students are catered for.

Minden prides itself on preparing students to be confident, independent life-long learners capable of adapting to the demands of an ever-changing world.

The strategies used to achieve this as well as our progress towards these goals, are outlined in the following:

## School Progress towards its goals in 2016

Minden's improvement agenda priorities for 2016 focussed on curriculum, pedagogy and assessment, and consolidating a school-wide approach to improving student behaviour. Staff engaged in a regular cycle of professional learning activities to:

- Refine curriculum, assessment and reporting to align with the National Curriculum expectations and standards. Whole-school approaches to planning, teaching, assessment and reporting were developed and implemented. The concept of personalised learning was explored and a guiding framework developed.
- Develop consistency and continuity of teaching and learning practices across the school, particularly in reading and mathematics. Attention was paid to addressing individual learning needs in reading through the implementation of the Daily 5 café approach, Reading Links and Support-A-Reader approaches. In Mathematics, the Back-To-Front philosophy continued to be implemented to assist teachers with finding students' misconceptions and gaps with understanding how maths works. Significant attention was placed on developing problem-solving skills.
- Develop a comprehensive and consistent approach to managing behaviour, especially for students with high needs
- Consolidate inclusive practices
- Strengthen school / community partnerships

## Future Outlook

Minden continues to address the major goals of enhanced Literacy, Numeracy and Behaviour performance across the school. In line with our motto "Aim for the Best", Minden strives to achieve:

- Quality learning outcomes for our increasingly diverse range of students
- A teaching and learning framework that successfully aligns curriculum, pedagogy, assessment and reporting
- A safe, respectful and structured learning environment that reflects and responds to student and community needs
- A willing and capable staff who can respond effectively to systemic and local objectives.

### Key strategies used:

- The implementation of an updated whole-of-school Curriculum Framework which aligns with the National Curriculum
- The refinement of effective teaching and learning practices in literacy and numeracy
- Regular, scheduled analysis of systemic and local data to inform decision-making regarding curriculum design and implementation
- The implementation of targeted and specific support for at-risk and vulnerable students via relevant programs and community resources
- Strengthening of positive and productive partnerships with parents, businesses and other community members
- Celebrating success within the school and the wider community

### 2017 Main Priority Areas include:

- Literacy – improving reading comprehension skills using C2C resources, a range of technologies and effective pedagogical practices
- Numeracy – improving problem-solving skills using C2C resources, a range of technologies, and effective pedagogical practices

### Additional focus areas

- Science – use an enquiry approach to deliver C2C units supported by a dedicated Science and Digital Technologies Teacher and resources such as Primary Connections
- Behaviour – use the Positive Behaviour for Learning approach to implement a positive approach to discipline, using OneSchool to record and track both positive and negative student behaviours. Embed the Bounce Back program across all year levels to support the school's focus on behaviour reform through positive reinforcement and development of resilience.
- Build Workforce Capacity – ensuring individual performance plans align with school priorities, establishing a regular cycle of observation and feedback, integrating mentoring and coaching, providing opportunities for professional learning experiences which support the school's priority areas
- Information Communication Technologies - ensure access to a range of technologies for all year levels, increasing the number of portable devices (iPads) to support small group learning
- School-Community Partnerships – establish strong, positive relationships with parents and the wider community.

Explicit Improvement	Action
<b>Numeracy</b> Implement a whole school approach to problem solving in numeracy	<ul style="list-style-type: none"> <li>• Investigate a range of evidence-based practices regarding levelled questioning</li> <li>• Develop a whole school approach to problem solving</li> <li>• Conduct regular PD for teachers and teacher aides on the problem solving component of C2C tasks focussing on the proficiency strands of problem solving and reasoning</li> </ul>
<b>Reading</b> Implement a whole-school approach to higher-order comprehension	<ul style="list-style-type: none"> <li>• Investigate a range of evidence-based practices regarding higher order comprehension</li> <li>• Develop a whole school approach to higher order comprehension</li> <li>• Conduct regular PD for Teachers on unpacking the comprehension demands of C2C for each year level</li> <li>• Conduct regular PD for Teachers and Teacher Aides on the whole school approach</li> <li>• Conduct fortnightly data discussions regarding progress of students in reading comprehension</li> <li>• Conduct NAPLAN reading test for year 2 and year 4 late term 3</li> </ul>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	166	71	95	4	95%
<b>2015*</b>	169	81	88	9	90%
<b>2016</b>	172	88	84	6	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

Minden is a co-educational school which catered for students in Prep to year 6 in 2016. Minden is considered a small school. In 2016, students were organised in 7 classes. The majority of our students come from within a 20 kilometre radius of the school which is largely rural in nature. Much of the student body is drawn from Minden Village: an acreage - allotment housing estate in close proximity to the school. The village is serviced by a school bus run. The student population is becoming increasingly transient. The majority of new enrolments comprise families moving into the area from other parts of the state or inter-state. An increasing number of Defence Force families reside in the catchment area. Minden has a small percentage of students who identify as Aboriginal or Torres Strait Islander. Our student body is well-supported by our progressive and active P&C Association, who work in close partnership with the school.

### 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	20	26	26
Year 4 – Year 7	25	22	23

\*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 Minden's distinctive curriculum offerings

Apart from implementing the mandated curriculum as identified by Education Queensland, Minden State School also provides a variety of programs which aim to extend or support students in many areas. Support programs target students who have been identified through various assessment regimes and focus on engaging students in a modern, technology-driven curriculum. All students are provided with opportunities to participate in the arts and sporting programs while senior students are able to engage with leadership opportunities.

At Minden, the design, implementation and assessment of curriculum is supported by:

- A strong curriculum leadership team who drive student learning and focus on improving pedagogy
- An explicit approach to teaching and assessing all mandated curriculum areas
- A team approach to planning to ensure consistency and continuity of learning
- The integration of technology at all levels of planning, teaching, assessing and reporting
- The use of student performance data (systemic and local) to support decision-making with curriculum design and support programs

## Co-curricular Activities Extra curricula activities

### Within the school

- Student Council and Student Leader program
- Student directed ANZAC Day ceremony
- Multi-discipline Instrumental Music program
- Fire Safety Education program
- Choral program
- Book Week activities
- Outdoor Education program
- National Literacy and Numeracy Week activities
- Cross Country at school and district levels
- Commonwealth School Banking program
- Athletics at school and district levels
- Under 8's Day
- Science Week
- Junior Landcare via Gardening Club
- Excursions and incursions which enhance or reinforce learning in specific Learning Areas.
- Camping program

### Inter-School opportunities:

- Inter-school sport is conducted through the active involvement with the Brisbane Valley Small Schools Sporting Association, Lockyer District Sports Association and Met West Sports association.
- Gala Sports Days
- Days of Excellence at local high schools
- Transition programs
- Instrumental Music camps and workshops.

## How Information and Communication Technologies are used to Assist Learning

At Minden State School we recognize the importance of technology and place a high priority on actively incorporating technology use into the daily practice of both staff and students. Toward this end:

All teachers have personal laptops as part of the EQ teacher laptop trials. Teachers and staff at Minden State School use computers for planning, research, presentation, demonstration, assessment and record-keeping.

Each classroom is equipped with an Interactive Whiteboard and data projector enabling teachers and students the highest level of interaction and engagement in classroom practices and activities. Our Resource Centre houses the school's computer lab which is utilised by all classes. iPads are used to support small-group learning and students with learning difficulties / disabilities. Teachers and students have access to a number of digital cameras which are utilised extensively to record the teaching and learning process and student achievement.

Students are engaged with activities which utilise:

- Online access to applications designed to support learning in literacy and numeracy.
- Internet based resources for research purposes and programs such as the Microsoft Office suite.

## Social Climate

### Overview

At Minden State School, there is a strong sense of community, as it is a small rural school. We promote a caring, supportive school environment through recognition of student differences and abilities and providing positive rewards on regular occasions. All students take ownership of their behaviour through reflection of our Responsible Behaviour Plan. The staff focuses on rewarding positive behaviour and implementing a values/social education program within the school curriculum. The introduction of the Bounce Back resilience program has been well received by students, parents and staff.

Data from the 2016 School Opinion Survey (see below) highlights that a very high percentage of students, parents and staff agree that Minden is a good school.

Minden State School has an inclusive and socially just climate, with students at risk being supported by the Learning Support Teacher, Guidance Officer, Behaviour Management Team, AVT staff and Speech Language Pathologist when required.

We believe in establishing and maintaining quality partnerships with parents and the wider community, and the school provides multiple opportunities for this to occur.

The establishment of an Outside Hours School Care service operated by Hall-Thorpe Sports has been well-received and offers quality child-care before and after school as well as during holidays. Vacation Care programs are regularly booked to capacity.

### 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)	92%	95%	91%
this is a good school (S2035)	92%	95%	100%
their child likes being at this school* (S2001)	92%	95%	96%
their child feels safe at this school* (S2002)	96%	100%	96%
their child's learning needs are being met at this school* (S2003)	92%	95%	91%
their child is making good progress at this school* (S2004)	92%	89%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	95%	95%
teachers at this school motivate their child to learn* (S2007)	92%	95%	96%
teachers at this school treat students fairly* (S2008)	100%	84%	96%
they can talk to their child's teachers about their concerns* (S2009)	92%	95%	96%
this school works with them to support their child's learning* (S2010)	96%	89%	96%
this school takes parents' opinions seriously* (S2011)	96%	95%	91%
student behaviour is well managed at this school* (S2012)	92%	95%	87%
this school looks for ways to improve* (S2013)	96%	95%	96%
this school is well maintained* (S2014)	96%	95%	96%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	90%	96%
they like being at their school* (S2036)	96%	87%	98%
they feel safe at their school* (S2037)	96%	93%	100%
their teachers motivate them to learn* (S2038)	96%	93%	100%
their teachers expect them to do their best* (S2039)	100%	95%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	92%	96%
teachers treat students fairly at their school* (S2041)	100%	84%	89%
they can talk to their teachers about their concerns* (S2042)	100%	83%	91%
their school takes students' opinions seriously* (S2043)	95%	74%	95%
student behaviour is well managed at their school* (S2044)	98%	73%	89%
their school looks for ways to improve* (S2045)	96%	93%	96%
their school is well maintained* (S2046)	96%	90%	98%
their school gives them opportunities to do interesting things* (S2047)	98%	90%	96%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	100%	100%
they feel that their school is a safe place in which to work (S2070)	95%	100%	100%
they receive useful feedback about their work at their school (S2071)	95%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	100%	100%
students are encouraged to do their best at their school (S2072)	95%	100%	100%
students are treated fairly at their school (S2073)	95%	100%	100%
student behaviour is well managed at their school (S2074)	90%	100%	100%
staff are well supported at their school (S2075)	95%	100%	100%
their school takes staff opinions seriously (S2076)	94%	100%	100%
their school looks for ways to improve (S2077)	95%	100%	100%
their school is well maintained (S2078)	95%	100%	100%
their school gives them opportunities to do interesting things (S2079)	95%	100%	100%

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

At Minden, we welcome and actively encourage the inclusion of parents in the day-to-day life of the school. We provide parents and the wider community with multiple and varied opportunities to support their children's education via:

- Volunteering – Minden has a dedicated and growing group of parents, as well as grandparents, who regularly help in classrooms with reading, writing, ICT, and resource making. Parent assistance at sporting events is increasing which enhances the smooth running of our carnivals.
- Assemblies – A weekly assembly is held during which awards and certificates for either academic or behaviour achievements are handed out. These assemblies have been well-received and supported by parents.
- P&C Association – Minden has a small but active P&C who meets on the second Monday of every month. The school's tuckshop is run as a sub-committee of the P&C and was open two days per week in 2016. It is run solely through parent volunteers. The Uniform Shop was also a sub-committee of the P&C in 2016. Much of the school's fundraising is coordinated and operated by the P&C. A small band of committed parents have taken on this task, with the funds raised being used to support the school with purchasing resources to enhance teaching and learning.
- Parent-teacher Meetings – All teachers provide parents with information regarding curriculum overviews and class expectations at the beginning of each term. As per the school's Reporting Policy, parents are also provided with the opportunity of attending a parent-teacher interview regarding their child's academic performance each semester. Parents are also encouraged to make regular contact with their child's teacher to discuss issues or concerns as necessary.
- Newsletters – Parents are fully informed of the school's activities and up-coming events via the fortnightly newsletter.
- Parents and a range of visiting professionals are actively involved in the development and review of support plans for children with specific needs.
- Children and staff have a number of opportunities to interact during the year via sporting carnivals, Under 8s Day, Science Fair, moderation of student work, Days of Excellence at the Lowood High School, attending musical presentations at Lowood High School and Faith Lutheran Secondary College. Principals of the 11 schools in the cluster meet each term.

## Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. Delivered through the Prep to year 10 Health and Physical Education curriculum and the school's leadership program, students are provided with opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. The school has developed a range of processes to enable students and staff to recognise and report when they, or others, are unsafe. The school has developed processes which respond appropriately, safely and effectively to disclosures.

## 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	6	1	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.



## Environmental Footprint

### Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns.

Minden strives to reduce our environmental footprint through the following strategies:

- Staff and students ensure that all electrical equipment is turned off when not in use.
- All electrical equipment is tested annually with non-compliant or defective equipment being replaced.
- Staff ensure that any leakages are quickly attended to.
- Water is harvested and stored in water tanks for use on gardens and in toilets when necessary.
- Recycling of various materials, especially paper, is conducted as much as possible.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	36,636	69
2014-2015	18,464	267
2015-2016	20,999	504

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	13	8	0
Full-time Equivalents	11	6	0

#### 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.**	0
Bachelor degree	10
Diploma	1
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors 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 \$26 991.01.

The major professional development initiatives were as follows:

- Australian Curriculum
- Numeracy - Back-To-Front Maths, Problem-solving
- Literacy - Speech Language Communication, reading,
- Supportive School Environment - Managing Behaviour, Bounce Back, Mindfulness
- Pedagogy – Explicit Instruction
- Coaching

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.	96%	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).	81%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	94%	87%

\*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	7%	93%	94%	94%	93%	94%	95%	91%					
2015	92%	92%	94%	95%	92%	93%	94%						
2016	91%	90%	94%	92%	94%	94%	95%						

\*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:

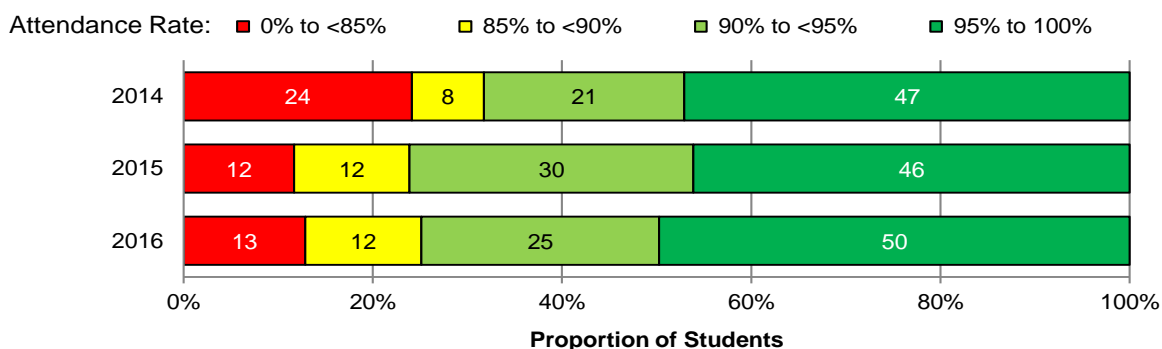
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	7%	93%	94%	94%	93%	94%	95%	91%					
2015	92%	92%	94%	95%	92%	93%	94%						
2016	91%	90%	94%	92%	94%	94%	95%						

\*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.

Our school monitors the attendance of all students in compliance with the guidelines set down in SMS-PR-017 Enforcement of Compulsory School and Compulsory Participation Provisions.

All teachers mark the roll at 9:00 am and 2:00 pm on all school days through the OneSchool system. Parents are expected to contact the school via note, phone or class dojo if their child is away. A dedicated Student Absence Line has been established for this purpose.

If there are unexplained absences or a pattern of absenteeism for any student which includes three (3) days unexplained, a phone call and/or a letter requesting an explanation for a student's absence is warranted. Continued absences from school result in the administration team sending written correspondence (TCS2) and the appropriate authorities are contacted. If attendance is still not satisfactory 1 week later, administrators will send further correspondence under s178 (2) and take reasonable steps to meet with the parents.

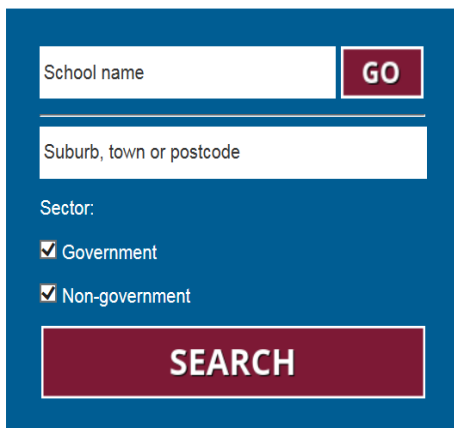
The school regularly communicates DETE's attendance expectations to parents via the newsletter and class dojo system. Each class displays an A3 colour display of this poster.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red 'GO' button. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the 'Sector:' label is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button with the word 'SEARCH' in white capital letters.

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 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.