



Bellevue Park State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Bellevue Park State School is situated on the Gold Coast in the suburb of Southport. It is a co-educational primary school with a student enrolment of approximately 615. Bellevue Park is adopting an innovative approach to intervention and extension structures and places great importance on prioritising elements of the Australian Curriculum to ensure deep learning for all students. The school maintains a safe, supportive environment achieved through the School Wide Positive Behaviour Support system. All members of the community are encouraged to be involved and take responsibility for supporting students to achieve the highest academic and social outcomes. The school's motto Knowledge is Strength promotes the focus on providing information to all members of the school community – staff, parents and carers - through publications and training to support students in the classroom and at home. The school has an extensive Instrumental Music Program with group instruction provided in woodwind, brass, percussion and strings. All involved students participate in performance bands and ensembles. All Prep - Year 6 students are involved in the Performing Arts Program which culminates with an end-of-year performance featuring all students. Students talented in dance have an opportunity to be selected for The Inspirators dance troupe. Sport is promoted through weekly PE lessons, participation in District and Regional carnivals by qualifying students and cluster sport for students in years 4-6. The strengths of the school lie in its commitment to the best academic and social outcomes for our students, a strong collegial staff and supportive parent community.

Our Vision: Leading excellence in education through innovation, collaboration and partnerships.

Our Mission: Preparing all students for their future as successful global citizens.

Our Collective Commitments:

- We will apply a thorough knowledge of the Australian Curriculum (including the achievement standards) to collaboratively develop and enact a guaranteed and viable curriculum.
- We will actively engage in evidence-based professional learning opportunities, share knowledge and develop others to improve teaching practice.
- We will collaborate to ensure consistency in practice and continually innovate (cycle of inquiry) to improve student outcomes.
- We will support, value and respect each other and promote collegial well-being.
- We will use data to monitor, assess, provide feedback and to plan for future learning.
- We will maintain high expectations for all students, community members and ourselves.
- We will continue to enrich learning opportunities by maintaining productive partnerships within the school community and beyond.

School progress towards its goals in 2018

2018 proved to be yet another highly successful year for Bellevue Park State School where we continued to embed whole school instructional practices for guided reading into all classrooms and develop teacher capacity in delivering modelled, shared and independent modes of reading through targeted professional learning, capacity coaching and classroom observations.

Professional Learning Teams worked through authentic cycles of inquiry, utilised a Guaranteed and Viable Curriculum and Response to Intervention to ensure all students were learning at high levels in Mathematics. Targeted professional learning opportunities supporting highly effective teaching seen Mathematics @BPSS successfully embedded across the school, which has resulted in a significant improvement in the number of students achieving success in Mathematics.

The collaborative development of an evidence-based whole school approach to writing (Writing @ BPSS) was documented along with a professional learning plan supporting the implementation of Writing @ BPSS in 2019.

Improvement Focus: Reading, Writing and Mathematics.

Priority One: Improve pedagogy that targets extending learning opportunities in reading.			
Actions	Performance Indicators	Completed	Ongoing
Continue to embed guided reading in all classrooms and develop teacher capacity in delivering modelled, shared and independent modes of reading.	<input type="checkbox"/> Improvement in teacher confidence of pedagogy of Reading evident in Professional Learning Needs survey data. <input type="checkbox"/> Trained capacity coaches engaged in instructional coaching	✓	

- Targeted professional learning opportunities, including capacity coaching and classroom observations	<input type="checkbox"/> 100% of teachers observed teaching reading twice. <input type="checkbox"/> Effective implementation of school's reading practices evident in classroom observations.		
Review, refine and implement effective whole-school instructional practices for reading including: <ul style="list-style-type: none"> - Oral language program - Text comprehension strategies 	<input type="checkbox"/> Implementation of <i>Text Comprehension @ BPSS</i> evident in classroom observations. <input type="checkbox"/> Whole-school oral language approach documented and professional learning supported.	✓	✓

Priority Two: Improve pedagogy that improves learning opportunities in writing.

Actions	Performance Indicators	Completed	Ongoing
Develop and implement evidence-based whole school approach to writing (<i>Writing @ BPSS</i>).	<input type="checkbox"/> Whole-school writing approach documented.	✓	
Target professional learning opportunities to support implementation of <i>Writing @ BPSS</i> .	<input type="checkbox"/> Professional learning plan supporting the implementation of <i>Writing @ BPSS</i> developed and implemented.		✓

Priority Three: Establish collaborative structures that strategically target curriculum and delivery of pedagogy in mathematics.

Actions	Performance Indicators	Completed	Ongoing
Implement whole-school instructional practices supported through effective PLT collaboration and targeted professional learning. <ul style="list-style-type: none"> - Document <i>Mathematics @ BPSS</i> 	<input type="checkbox"/> <i>Mathematics @ BPSS</i> documented. <input type="checkbox"/> Professional learning plan supporting the implementation of <i>Mathematics @ BPSS</i> developed and implemented.	✓	

Future Outlook

Key Improvement Drivers		
Guaranteed and Viable Curriculum (GVC)	Response to Intervention (RTI)	Professional Learning
<ul style="list-style-type: none"> - Implement a GVC for Mathematics and English. - Vertically align Mathematics and English curriculum. 	<ul style="list-style-type: none"> - Implement RTI for Mathematics and Writing P – 6 supported by release time for meetings. 	<ul style="list-style-type: none"> - Provide high quality professional learning opportunities to support the improvement priorities. - Continue Professional Learning Team collaboration.

Priority One: Full implementation of Pedagogical Framework with a focus on all children learning at high levels in English.

Actions	Performance Indicators	Timeline	Responsible Officer/s
Embed whole-school implementation of: <ul style="list-style-type: none"> - Content Description aligned teaching (including use of proficiency scales and annotated exemplars) - Achievement Standard aligned assessment and reporting 	<input type="checkbox"/> 100% teachers aligning planning and instruction to the content descriptions and assessment to the achievement standards evident in teacher planning, PLT discussions and classroom observations.	T1 – T4	HOC

<p>Define and begin implementation of a whole-school evidence-based approach to effective feedback practices (all learning areas).</p> <ul style="list-style-type: none"> - Implementation to focus on feedback related to reading and writing in 2019. 	<input type="checkbox"/> Research informed whole-school approach to effective feedback practices documented as Feedback @ BPSS. <input type="checkbox"/> Increase in teacher capability to effectively use feedback practices to improve instruction and student outcomes evident in teacher survey and classroom observations.	<p>T2 Document T3 – T4 Implementation</p>	<p>HOC Teaching and Learning Committee Writing Committee</p>
<p>Define and implement an evidence-based, whole-school oral language approach including a community engaged Pre-Prep strategy.</p>	<input type="checkbox"/> Whole-school oral language approach documented (Oral Language @ BPSS). <input type="checkbox"/> 100% of staff implementing Oral Language @ BPSS evident in classroom observations.	<p>T1 – Oral Language @ BPSS complete T2 – T4 Implementation</p>	<p>HOC Support Teacher P/1 Writing Committee</p>
<p>Continue to embed effective instructional practices in reading including: modelled, shared, guided and independent reading.</p> <ul style="list-style-type: none"> - Targeted professional learning opportunities, including capacity coaching and classroom observations. 	<input type="checkbox"/> Improvement in teacher capability to teach reading evident in Professional Learning Needs survey data. <input type="checkbox"/> Trained capacity coaches engaged in instructional coaching. <input type="checkbox"/> 100% of teachers observed teaching reading twice. <input type="checkbox"/> Effective implementation of school's reading practices evident in classroom observations.	<p>T1 – T4</p>	<p>Teaching and Learning Leadership Team Capacity Coaches</p>
<p>Target professional learning opportunities to support the implementation of Writing @ BPSS.</p>	<input type="checkbox"/> Professional learning plan supporting the implementation of Writing @ BPSS. <input type="checkbox"/> Writing @ BPSS evident in PLT work and classroom observations.	<p>T1 – T4</p>	<p>Teaching and Learning Leadership Team</p>
<p>Consistent implementation across cohorts of the signature practices outlined in the Pedagogical Frameworks</p>	<input type="checkbox"/> Professional learning plan supporting the implementation of Pedagogical Framework. <input type="checkbox"/> 100% of teachers implementing signature practices within the Pedagogical Framework evident in teacher survey and classroom observations.	<p>T1 – T4</p>	<p>DP</p>

Priority Two: Ensure that all children learn at high levels in Mathematics.

Actions	Performance Indicators	Timeline	Responsible Officer/s
<p>Embed whole-school implementation of:</p> <ul style="list-style-type: none"> - Content Description aligned teaching (including use of proficiency scales and annotated exemplars) - Achievement Standard aligned assessment and reporting 	<input type="checkbox"/> 100% teachers aligning planning and instruction to the content descriptions and assessment to the achievement standards evident in teacher planning, PLT discussions and classroom observations.	<p>T1 – T4</p>	<p>HOC</p>

Priority Three: Extend well-being promoting practices for staff, students and the school community.

Actions	Performance Indicators	Timeline	Responsible Officer/s
<p>Develop and begin the implementation of a whole-school well-being framework.</p>	<input type="checkbox"/> Wellbeing @ BPSS documented. <input type="checkbox"/> Indicators of improved standards of well-being for students and staff evident in staff morale (SOS), survey and attendance data.	<p>T1 – Document T2 – T4 Implement</p>	<p>HOPE HOI PBL Committee</p>

	<input type="checkbox"/> Effective implementation of Positive Behaviour for Learning and PBL coach evident in data informed and evidence based proactive support strategies and reduction in major behaviour incidents. <input type="checkbox"/> Implementation of inclusive education practices are 100% 'School C' on the Inclusive Education National School Improvement Tool. <input type="checkbox"/> Productive partnerships and increased membership of Bellevue Business Alliance.		
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Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	596	626	636
Girls	299	297	304
Boys	297	329	332
Indigenous	27	33	30
Enrolment continuity (Feb. – Nov.)	96%	95%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our school comprises of numerous multi-cultural families, with 31% of our student enrolment with a language background other than English. Bellevue Park has a proud Indigenous enrolment at 5%. The school's ICSEA (index of socio-educational advantage) is 1060, with the national average being 1000. We are a proud inclusive environment working toward success for every student.

Extra curricula activities

- Energisers Dance (Years 3 & 4)
- Inspirators Dance group (Years 5 & 6)
- Junior Choir
- Senior Choir
- Bellevue Beyond extension program
- Solid Pathways
- Camps, excursions and incursions
- Termly Interschool Sports days Years 4-6
- District athletics carnivals an preparation for District and Regional sporting competitions
- Volleyball - Senior School
- Instrumental Music Programs
- Peer Support
- Fitness Club
- Chess Club

How information and communication technologies are used to assist learning

ICT is a key focus of Bellevue Park State School as we move towards 21st Century Capabilities. In 2018, there were seven BYOD classes across Years 5-6. In 2019 the year 3 and year 4 cohorts will have an additional shared class set of iPads.

The school provides a STEAM block and two designated digital computer labs and which are booked by classes for whole class digital technology activities. Cohorts share an iPad kit for access to programs to support classroom activities.

Special Education students have access to individual iPads provided as an additional resource to support differentiation needs.

Social climate

Overview

Bellevue Park State School is committed to providing a **safe, respectful, considerate** and disciplined **learning** environment for students and staff. As evident from the below 2018 School Opinion Survey both parents/caregivers and students agree that Bellevue Park State school is a safe place where behaviour is managed well. Behaviour management is an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Bellevue Park State School's school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL).

Our school community has identified the following school expectations to teach in order to maintain high standards of positive behaviour for learning:

- Be safe
- Be considerate
- Be respectful
- Be a learner

The Responsible Behaviour Plan for Students outlines our main systems for teaching and supporting positive behaviours, preventing problem behaviour and responding to breaches of the school's expectations. Our CALM Room (Consider Actions, Learn Management) continues to act as a supportive environment where students can reflect on their behaviour choices and plan to make better choices in the future. This space also provides targeted proactive individual and small group support around the schools four expectation, developing interpersonal skills, self-regulation, relationship repair, solving circles, High 5, individual behaviour goal monitoring and check-ins.

The development of a Student Learning and Wellbeing Framework was initiated in Term 4, 2018 with a focus on creating safe, supportive and inclusive environments, building the capability of staff, students and the school community and developing strong systems for early intervention. Signature positive wellbeing practices such as morning check-ins, gratitude, mindfulness and growth mindset are being explored across the school by staff and students.

Our parents continue to rate the school highly in relation to working with them to support their child's learning and this is encouraged through open classrooms, student self reporting, parent teacher information sessions and parent teacher interviews. Students also appreciate the fact that they know that teachers at school encourage them to do their best.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	89%	97%	99%
• this is a good school (S2035)	94%	99%	99%
• their child likes being at this school* (S2001)	98%	98%	99%
• their child feels safe at this school* (S2002)	100%	97%	99%
• their child's learning needs are being met at this school* (S2003)	87%	98%	98%
• their child is making good progress at this school* (S2004)	87%	98%	97%
• teachers at this school expect their child to do his or her best* (S2005)	98%	98%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	93%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	93%	96%	96%
• teachers at this school treat students fairly* (S2008)	98%	92%	96%
• they can talk to their child's teachers about their concerns* (S2009)	91%	95%	98%
• this school works with them to support their child's learning* (S2010)	92%	96%	98%
• this school takes parents' opinions seriously* (S2011)	84%	92%	92%
• student behaviour is well managed at this school* (S2012)	98%	97%	97%
• this school looks for ways to improve* (S2013)	90%	96%	98%
• this school is well maintained* (S2014)	95%	91%	96%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	99%	96%
• they like being at their school* (S2036)	92%	97%	94%
• they feel safe at their school* (S2037)	93%	98%	94%
• their teachers motivate them to learn* (S2038)	98%	99%	98%
• their teachers expect them to do their best* (S2039)	100%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	95%
• teachers treat students fairly at their school* (S2041)	94%	97%	90%
• they can talk to their teachers about their concerns* (S2042)	90%	93%	92%
• their school takes students' opinions seriously* (S2043)	88%	94%	90%
• student behaviour is well managed at their school* (S2044)	86%	96%	91%
• their school looks for ways to improve* (S2045)	96%	99%	99%
• their school is well maintained* (S2046)	94%	97%	89%
• their school gives them opportunities to do interesting things* (S2047)	93%	96%	95%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	98%	96%
• they feel that their school is a safe place in which to work (S2070)	93%	96%	96%
• they receive useful feedback about their work at their school (S2071)	81%	84%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	95%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	98%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	88%	88%	87%
• their school takes staff opinions seriously (S2076)	86%	85%	86%
• their school looks for ways to improve (S2077)	98%	100%	96%
• their school is well maintained (S2078)	93%	96%	96%
• their school gives them opportunities to do interesting things (S2079)	88%	95%	87%

* 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

The school continues to have a successful P&C association, ensuring parents have a voice and feel included in the decision making process relating to operational issues. The P&C engages our community in events such as the Colour Blast, movie nights and school discos.

As an Independent Public School, our School Council includes parent representatives that collaborate on the strategic direction of the school.

The school encourages parent participation with 94 parent/caregiver volunteers inducted in 2018 and 174 in 2019. The school strategically targets parents from the wider-community to participate in skills-based training that relate specifically to our improvement agenda in reading. Parents attend the school to train as reading tutors and volunteers of which their skills are utilised inside our classrooms. Parents are encouraged to attend fortnightly assemblies, shared morning teas, sports carnivals, performing arts concerts, student self-reporting, meet the teacher evenings, internet safety parent information sessions and parent teacher interviews.

The Flying Start to Prep Program continues to successfully engage the community to help children have a high quality start to their education. The program outcome includes:

- Supporting a smooth transition to school
- Supporting parents to assist their children to develop early literacy, numeracy and independence
- Building relationships between school and parent community
- Early and easy processing of enrolments for in-catchment families

The school is also supported by the Bellevue Business Club, which sponsors key programs designed to support programs that facilitate engaged and creative learners.

Respectful relationships education programs

The school has developed and implemented Positive Behaviour for Learning units that focus on explicitly teaching students how to be safe, considerate and respectful learners. The You Can Do It Program is implemented across the school to strengthen personal, social and performance capabilities and provides students with knowledge and tools to boost success, improve relationships and promote optimal levels of wellbeing.

Students in Prep to Year 3 attend the Ditto Program. The focus of all programs in the school are developing students' knowledge and skills to be able to resolve conflict without violence and to recognize, react and report when they, or others, are unsafe.

Cyber-safety is also an aspect of great importance, particularly when students in Year Five and Six begin learning inside iPad classrooms.

Students are taught the three roles of bullying – the bully, bullied and the bystander to ensure bystanders, in particular, are aware of their role in the balance of power.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	39	28	31
Long suspensions – 11 to 20 days	0	1	2
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

We make every effort to reduce our schools environmental footprint for example all lights and fans turned off at each break and computers are also shut down at the end of each day.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	161,959	156,859	166,289
Water (kL)			1,254

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Below the search bar are three dropdown menus labeled "School sector", "School type", and "State".

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with the text "View School Profile" in a light blue font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	43	28	<5
Full-time equivalents	39	18	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	2
Graduate Diploma etc.*	6
Bachelor degree	33
Diploma	1
Certificate	

*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 2018 \$114, 210

The major professional development initiatives are as follows:

- Guided Reading
- Instructional Coaching
- Additional release for Professional Learning Teams to improve student outcomes in Mathematics
- Mathematics Guaranteed and Viable Curriculum and Response to Intervention
- Common Formative Assessment
- Wellbeing
- THRASS

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	94%	94%
Attendance rate for Indigenous** students at this school	89%	91%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

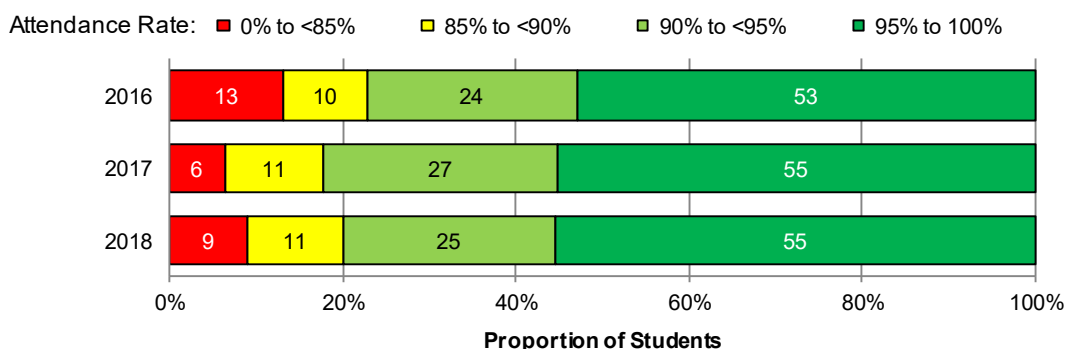
Year level	2016	2017	2018
Prep	95%	95%	93%
Year 1	92%	95%	94%
Year 2	92%	95%	94%
Year 3	94%	93%	96%
Year 4	93%	94%	93%
Year 5	92%	94%	93%
Year 6	95%	94%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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

Roll marking occurs before 9:30am and after 1:50pm daily. Unexplained absences are followed up daily via a text message sent to the parent/caregiver. If the parent/caregiver does not respond to this text message by 12:00pm, a phone call is made by the school. Unexplained absences that have still not been explained are addressed in writing by the Principal.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the [My School](http://www.myschool.edu.au/) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.