Oakleigh State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

Oakleigh State School is a beautiful school meeting the needs of families in the suburbs of Ashgrove, Enoggera, Newmarket and Alderley in Brisbane's inner west. Oakleigh's families are focused on making the most of every opportunity. Our curriculum standards are excellent, with priorities accentuating literacy and numeracy, STEAM, inquiry learning and healthy, active lifestyles. Oakleigh families and staff pride themselves on being committed to 'Growing Oakleigh' - growing Oakleigh scientifically; growing Oakleigh minds; growing Oakleigh bodies.

Oakleigh State School has a strong, aspirational vision – to empower our community of learners to create a legacy which redefines the world. 'The Oakleigh Way' promotes the values of all community members being respectful, responsible, resilient and safe. All priorities, goals and activities of our school are deliberately selected as they work towards achieving this vision and embedding these values.

Based around our proud history, we build strong, positive relationships as the foundation for a life of learning and aspire to ensure our students are active, engaged and happy learners. Staff and parents create strong relationships that strengthen learning, seeking the best for all children. Oakleigh is a school that cares; and is cared for by all who have been a part of it.

School progress towards its goals in 2018

In response to our Annual Implementation Plan, we:

Embedding inquiry:

- Implemented a whole school STEAM approach – Science, Technology, Engineering, the Arts and Maths
- Developed inquiry driven, connected, real world units
- Used data driven, inquiry cycles to inform teaching – Maths, Writing, pre-assessments, diagnostic assessments

Active, empowered learning:

- Embedded You Can Do It! In all classrooms across our school
- Reviewed our whole school Responsible Behaviour Plan
- Engaged in professional learning in providing clarity for students about their learning
- Implemented strategies to develop a feedback culture
- Reflected on practices to ensure active, engaged, self-regulated learners

Creativity through a strong curriculum plan:

- Continued to build a high quality Whole School Curriculum Plan
- Enacted a strong plan for 2020 Australian Curriculum implementation
- Ensured a consistent approach to assessment, moderation and folios
- Engaged in whole school learning, action and reflection to improve the teaching of writing
- Trialled the use of the critical and creative thinking General Capability.

Future outlook

In 2019 we will focus on:

Embedding inquiry

- Deepening shared understandings of our STEAM vision

- Increasing teacher confidence and proficiency in inquiry and design pedagogies

- Implementing inquiry driven, connected STEAM units

Active, engaged learning

- Reviewing the Oakleigh Pedagogical Framework

- Implementing a robust Professional Learning Plan, including coaching and mentoring activities

- Reviewing the Oakleigh Responsible Behaviour Plan

- Embedding You Can Do It! Across the community

- Developing an Inclusion Policy, including plans for differentiating for all learners

- Deepening the feedback culture

Creativity through a strong curriculum plan

- Ensuring a high quality, whole school curriculum plan

- Reviewing the provision of Languages at Oakleigh

- Focussing on improving whole school writing

- Embedding critical and creative thinking

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	**2016**	**2017**	**2018**
Total	470	498	502
Girls	230	236	236
Boys	240	262	266
Indigenous	2	5	4
Enrolment continuity (Feb. – Nov.)	97%	97%	97%

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

Oakleigh students are very keen to be involved in the life of the school. Oakleigh students are distinguished by their love of learning and their willingness to be involved in all that the community offers.

Oakleigh students seek to make the most of every opportunity. They are engaged in the learning process while being very encouraging and supportive of each other. Being an Oakleigh student means so much to so many, as evidenced by the number who are second or third generation Oakleigh students.

The gender distribution is even and over 90% of students continue at Oakleigh throughout their Primary schooling. Of the students enrolled at Oakleigh State School, 1% identify as Indigenous and 2% of our students have a verified disability. 7.5% of our student population are identified by their families as having English as a Second Language or Dialect.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	**2016**	**2017**	**2018**
Prep – Year 3	22	23	23
Year 4 – Year 6	26	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Oakleigh offers:

- A curriculum that encompasses all aspects of the Australian Curriculum.

- A strong focus on priority learning areas of English, Maths, Science and Humanities and Social Sciences

- Robust implementation of the Digital Technologies Curriculum

- Quality curriculum programs in Humanities & Social Sciences, Health and Physical Education, The Arts (Dance, Drama, Visual Arts, Music), Technologies and Languages (Japanese)

- Specialist teachers offering quality programs in Music, Physical Education, Visual Arts and Drama to all students each year

- Connected, inquiry driven units that reflect a STEAM agenda (Science, Technology, Engineering, the Arts and Mathematics)

- Curriculum units designed to build general student capabilities in literacy and numeracy, Information and Communication Technology (ICT), creative and critical thinking, social and personal skills, ethical and intercultural understanding

- Learning units and programs that are contextualised and adapted by teachers to meet student and community needs

- A broad, balanced and consistent assessment and reporting culture which aligns to the Australian Curriculum achievement standards

- Assessment and reporting practices which ensure regular and clear feedback to students and parents on student achievement and progress

Co-curricular Activities

At Oakleigh we have a strong foundation of co-curricular activities:

- A strong focus on student personal and social wellbeing including the You Can Do It! Program across P-6
- A large range of exciting programs and events to challenge and extend students in ICT and Digital Technologies
- An innovative library which includes Maker Spaces and promotion of literature through reading events and challenges
- Environmental programs and events which actively involve students in sustainability projects

The **Young Innovator Program** is a rich, quality co-curricular offering to students at Oakleigh. 2017 was the second year of implementation of this after-school program. This program provides one avenue through which ICTs and Digital Technologies are used in order to empower students to make a difference. Utilising parental expertise and partnerships with providers, this program offers a wide range of exciting and innovative workshops involving children from Prep to Year 6. Our 2017 program was shortlisted as a finalist in the 2017 Australian Education Awards in the Extra-Curricular category.

Student learning highlights and opportunities:
- In February, we were honoured to have His Excellency, the Honourable Paul de Jersey AC, Governor of Queensland and Mrs Kaye de Jersey join us for our Leadership Assembly and present the leadership badges to our students;
- Whole school STEAM event – joint project with Oakleigh P&C – showcase of student learning and engagement in inquiry-based, STEAM units of work;
- Students from years 3-7 participated in the School Camp program;
- Students participating in the Brisbane Curriculum Leaders' Maths Tournament, Mt Cootha Cluster Young Writers Workshop program, GRIPPS instrumental music camp;
- Young Innovator Program – students continued to have high levels of participation and engagement in after school STEAM and digital technologies learning opportunities;
- The Young Innovator Program was a finalist in the Best Co-Curriculum Program category of the Australian Education Awards;
- Choir and instrumental groups performed at the Winter concert, Combined Strings concert with Ithaca Creek SS and the End of Year Music Concert;
- All students created an artwork for display in the Annual Art Show;
- Bronze Awards for the Senior Concert Band and Senior Strings at the Queensland Youth Music Awards;
- Ecomarine Ambassadors continued their learning, including an excursion to Tangalooma;
- A program of learning activities was offered to celebrate Book week, including our much-celebrated Book Week Character Parade;
- Students engaged in Active School Travel Program throughout the year;
- Successful Junior and Senior Athletics Carnivals, Swimming Carnivals and Cross Country events;
- Many students represented the school in range of District sporting and athletic teams;
- Student Council were active in school and local community – raising money for Radio Lollipop, World's Greatest Shave, conducting Lipsync, raising money for Morningside State School;
- School received High Achievers Award for participation in Leukaemia Foundation's Shave for a Cure fund raising event;
- Chess club and Debating Club running in school by outside providers;
- Year 5 students participated in leadership workshops and selection process;
- Chantelle Sansness (Oakleigh teacher) was awarded an Outstanding Teacher of STEM award, presented to her by the Director General of Education, Mr Tony Cook, as part of the Peter Doherty Science Awards;
- Our student leaders escorted toured Parliament House, hosted by Mr Mark Furner MP;
- Student leadership team participated in a leadership camp, led by the North West District Deputy Principals Network;
- Running club operated Monday mornings for students – thanks to a parent and teacher partnership.

In 2018, our STEAM showcase event provided a fantastic opportunity for our students and staff to share their learning with the community. Each year level implemented an authentic, inquiry driven, connected STEAM unit. Students and teachers showcased the products and processes produced as part of this unit. The learning and event was supported by our P&C – with funding given to support teacher coaching and capacity building. The event was jointly run by the school and P&C with the support and involvement of many outside partners.

Facilities priority areas of action:

- New senior playground opened;

- Collaboration occurred with P&C for creation of Master Plan;
- $500 000 A block refurbishment project – stage one completed (4 classrooms). Asbestos removed in ceiling above refurbished rooms. P&C installed insulation across whole of A block roof and installed air conditioning in all refurbished rooms;
- Audio visual equipment installed in amphitheatre and area was repainted;
- Bell Tower refurbished;
- Pool emptied, repainted and recaulked.

Community events

- STEAM Showcase
- Inaugural Colour Run
- Under 8s Day
- Safer Internet Day
- Oakleigh ANZAC service and participating in Ashgrove ANZAC Day march and service
- Whole school participation in National Action Day Against Bullying and Violence

How Information and Communication Technologies are used to Assist Learning

A key component of Oakleigh State School's approach to ICT as a general capability across the curriculum in 2017 is the BYO (Bring Your Own Device) Program that is offered as an opportunity to our community in Years 4-6. With 100% take-up by the incoming cohort in 2017, this program has become part of the culture at Oakleigh. Within these years, using ICT in a myriad of ways to personalise learning is embedded in teaching and learning. This includes the use of assistive technologies for those needing support, the use of tools enabling alternate pathways and the use of tools providing enrichment and extension.

ICT versus Digital Technologies remains part of the narrative of Oakleigh State School as we progress further towards 2020 and full implementation of the Australian Curriculum. Our teachers are implementing Digital Technologies as a curriculum area and with this comes the professional learning needed to differentiate between ICT and Digital Technologies. The role "Head of Innovation" provides leadership in this area, working alongside the Head of Curriculum to ensure clear strategic direction. Additionally, a Library Literacy Support teacher worked in 2017 to support ICT as a general capability in Science and Technologies in several year levels. Additional coaching opportunities were also available for those seeking support on the integration of ICT into teaching and learning.

Within our Junior Years, 'Digital Learning in P-3' as a policy was developed to ensure that ICT and Digital Technologies were being approached in pedagogically sound ways and in ways that utilised available resources appropriately. Investigations were made into modes of using ICT to enhance communication with parents and to provide opportunities for students to share their understandings in dynamic ways. Professional learning opportunities were critical to teachers' progress in this area.

Key to our journey with ICT has been the close partnerships that are fostered with our community. In today's world, it is imperative that our families are supported with the use of ICT so that clear and consistent expectations exist across home and school.

2017 was the second year of implementation of our after-school program, "The Young Innovator Program". This program provides one avenue through which ICTs and Digital Technologies are used in order to empower students to make a difference. Utilising parental expertise and partnerships with providers, this program offers a wide range of exciting and innovative workshops involving children from Prep to Year 6. Our 2017 program has been shortlisted as a finalist in the 2017 Australian Education Awards in the Extra-Curricular category.

As a school, we provide leadership to our cluster of schools on the use of ICT and technology in learning. Additionally, we belong to the 'Digital Learning Alliance' - a group of high performing schools in the area of ICT integration, which was formed by our Assistant Regional Directors. There are numerous narratives of our school's use of ICT and Digital Technologies available on our school's TechWeb at http://oakleigh.tech/ This collection of narratives, started 5 years ago, is a valuable reflection of the work we have done in the area of ICT as a tool for empowerment and a catalyst for change.

Social climate

Overview

Oakleigh is recognised as a connected community and this is highly valued by our families. There is a strong commitment to supporting student learning programs and school events throughout the year.

The community can identify strongly with middle class values, attitudes and beliefs in terms of caring strongly for their children, working hard in a range of professional industries and an above average socio-economic status. Many are double income families, with high expectations and support a range of extra-curricular activities for their children to be involved in.

The school and P&C support promoting healthy lifestyles, and encouraging pro-social behaviours. Human relationships education occurs in year 5 and 6 to ensure ongoing education and awareness of self and others, drug awareness, health promotion and relationship. The ESmart framework was adopted in late 2015, Cyber safety and digital citizenship, which also taught from year 3 onwards.

"The Oakleigh Way" identifies the values of respect, responsibility, safety and resilience. We strongly support and provide explicit opportunities to enact a 'Bullying – No Way! Culture in our school. The school community including staff, parents and students lead and participate in activities around Say No to Bullying day each year to raise awareness of a positive culture in our school.

Year 5 children participate in a leadership development program in preparation for leadership opportunities in year 6 which involves completing a series of tasks to demonstrate their leadership capabilities. This program is enhanced through the year 5 camp experience which is designed to celebrate student learnings in relation to their leadership skills.

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)	95%	98%	94%
• this is a good school (S2035)	98%	98%	98%
• their child likes being at this school* (S2001)	98%	99%	99%
• their child feels safe at this school* (S2002)	100%	100%	99%
• their child's learning needs are being met at this school* (S2003)	94%	99%	90%
• their child is making good progress at this school* (S2004)	92%	96%	94%
• teachers at this school expect their child to do his or her best* (S2005)	98%	96%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	91%	91%
• teachers at this school motivate their child to learn* (S2007)	92%	91%	91%
• teachers at this school treat students fairly* (S2008)	94%	89%	95%
• they can talk to their child's teachers about their concerns* (S2009)	97%	95%	95%
• this school works with them to support their child's learning* (S2010)	90%	96%	92%
• this school takes parents' opinions seriously* (S2011)	88%	92%	92%
• student behaviour is well managed at this school* (S2012)	95%	95%	94%
• this school looks for ways to improve* (S2013)	94%	99%	97%
• this school is well maintained* (S2014)	98%	91%	94%

* 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)	98%	97%	100%
• they like being at their school* (S2036)	99%	96%	93%
• they feel safe at their school* (S2037)	95%	97%	93%
• their teachers motivate them to learn* (S2038)	98%	98%	94%
• their teachers expect them to do their best* (S2039)	100%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	98%	96%
• teachers treat students fairly at their school* (S2041)	94%	93%	90%
• they can talk to their teachers about their concerns* (S2042)	85%	90%	90%
• their school takes students' opinions seriously* (S2043)	89%	90%	92%
• student behaviour is well managed at their school* (S2044)	80%	85%	84%
• their school looks for ways to improve* (S2045)	97%	98%	93%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	93%	93%	93%
• their school gives them opportunities to do interesting things* (S2047)	99%	94%	94%

* 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%	96%	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)	100%	83%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	93%
• students are encouraged to do their best at their school (S2072)	100%	100%	95%
• students are treated fairly at their school (S2073)	92%	100%	95%
• student behaviour is well managed at their school (S2074)	100%	100%	90%
• staff are well supported at their school (S2075)	93%	96%	86%
• their school takes staff opinions seriously (S2076)	96%	92%	90%
• their school looks for ways to improve (S2077)	100%	100%	95%
• their school is well maintained (S2078)	93%	88%	90%
• their school gives them opportunities to do interesting things (S2079)	100%	88%	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.

Parent and community engagement

Oakleigh State School experiences wonderful support, strong parent and community partnerships and a village approach. We have established a deliberate and strategic partnership with students, families, local businesses and other educational facilities and work very closely with our P&C association. This strengthens local decision- making, collaboration and excellence in community partnerships and engagement.

Our P&C meets monthly and takes an active role in supporting the learning and progress of our school community. The P&C has a number of sub-committees and welcomes the input of all parents in the decision making processes.

Volunteers are welcome in our school and make important contributions in ways including classroom support for literacy and numeracy, small group leadership, attendance at excursions and school events, support for swimming and gross motor programs, helping out in our tuckshop.

Each class at Oakleigh has a Parent Liaison Representative. These volunteers are important contacts for families, sharing classroom news and school event information. PLRs meet termly with school leadership to provide input and feedback on projects and initiatives and discuss the policies and operations of the school.

Strong relationships are emerging with our local kindergartens and pre-prep providers to ensure smooth transitions for our prep students to our school.

Respectful relationships programs

The school has implemented programs that focus on appropriate, respectful, equitable and healthy relationships. These programs include:
- Aspects of the Australian Curriculum that cover personal safety and strategies for keeping students safe
- The 'You Can Do It!' social emotional well-being program is embedded in all classrooms and focusses on the keys to success – confidence, persistence, getting along, organization and resilience.

- Participation in awareness raising and learning through events such as 'Bullying – No Way!.
- The High 5 Strategy provides strategies for students experiencing friendship difficulties.

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	1	1	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	47,428	194,624	173,791
Water (kL)	272	66,556	3,064

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.

Find a school	Search website
Search by school name or suburb	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 'Finances' and select the appropriate year to view the school financial information.

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

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	41	24	0
Full-time equivalents	30	13	0

*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	0
Masters	4
Graduate Diploma etc.*	15
Bachelor degree	22
Diploma	1
Certificate	0

*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 were $40 000.

The major professional development initiatives are as follows:

- Embedding a feedback culture in writing
- The University of Queensland Feedback Project
- Year level collaborative planning – identifying 'I can' statements and unpacking Guides to Making Judgements in writing
- Year level collaboration – writing STEAM units
- Coaching for the implementation of STEAM units

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.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% 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	96%	95%	95%
Attendance rate for Indigenous** students at this school	92%	89%	88%

* 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.

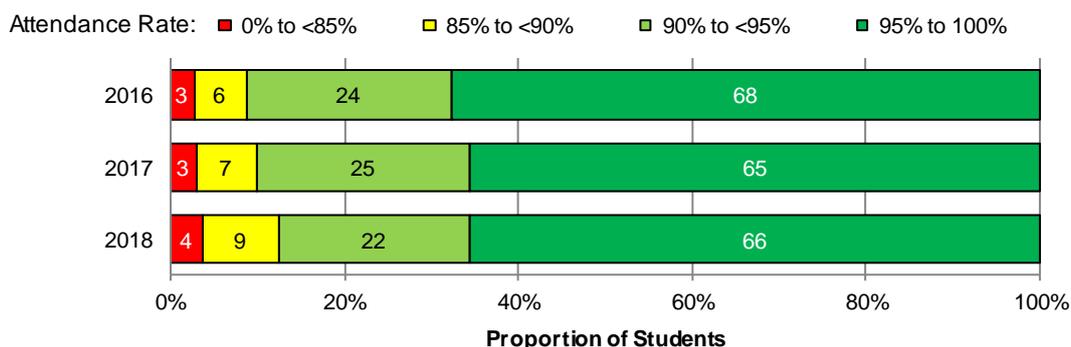Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	96%	95%	96%
Year 1	95%	96%	95%
Year 2	95%	96%	95%
Year 3	95%	95%	95%
Year 4	96%	95%	95%
Year 5	97%	95%	95%
Year 6	95%	96%	95%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	3	6	24	68
2017	3	7	25	65
2018	4	9	22	66

Proportion of Students (0% – 100%)

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 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.

There is a high expectation that students attend school every day unless there is a satisfactory reason provided. We promote 100% attendance by:
- Ensuring a positive and supportive school environment
- Following up on absences with parents/caregivers
- Working with students and families to increase attendance where necessary.

Class teachers mark the roll twice each day in Oneschool. School administration staff review rolls daily and identify unexplained absences. These are followed up with a phone call from office staff.

Patterns of unexplained absences are investigated first by the class teacher. If the pattern remains unresolved, the Principal or Deputy Principal will become involved. Further strategies may include:
- Referral to the Guidance Officer and/or outside agencies
- Meetings with parents/guardians
- Development of an Attendance Plan for the student
- Formal processes as per Education Queensland policy up to and including referral by the Director General for prosecution under the Education (General Provisions) Act.

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* 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

Search by school name or suburb	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.