



Marsden 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

Marsden State School has a history of using evidence-based teaching practices to ensure ALL students learn to high levels. Our teachers collaborate in teams to ensure every student has every teacher on their team taking responsibility to ensure they are learning. Our community Hub, Attendance Officer and Community Partnerships officer work to ensure all families feel welcome and that students and families are engaged in a safe and supportive school. Differences are accepted and celebrated, whilst our Learning Hub staff collaborate with year level teams to support our students with disabilities, special needs, English as a second language or dialect, gifts/talents or gaps in their core literacy and numeracy skills. Our school has a highly successful Prep year program that has proven to accelerate learning in our school entry students. Setting them on a path to success in school academic subjects. Extra-curricular activities offered feature Visual and Performing Arts events, sporting and games sessions, Leadership forums, student council activities, and Playground Buddies programs. Children have many opportunities to expand their interests in their free time at school through these areas and the school's stimulating Resource Centre, including lunchtime clubs and junior and senior games rooms. The school also has a successful record in interschool sporting competitions as well as Academic competitions.

## School progress towards its goals in 2018

In the following table, it is clear that Marsden State School is exceeding the National Gain averages in EVERY strand.

Marsden SS Growth in NAPLAN scores- Year 3 to year 5					
Schools	NAPLAN Category	Nation Gain 2016-2018	Individual School Yr 3 2016 NAPLAN Mean	Individual School Yr 5 2018 NAPLAN Mean	Individual School's Average Gain
Marsden SS	Reading	83	368.7	457.7	89
	Writing	44	378.3	436.2	58
	Spelling	83	387.4	484.2	97
	G&P	68	357.7	442.6	85
	Numeracy	92	348.2	448.4	100

- Nearly 94% of all year 3s who sat for NAPLAN achieved above the National Minimum standard.
- Nearly 1/3 of students at Marsden SS in year 3 were in the top 2 bands for reading. This is a major improvement over previous years
- 39% of year 3 students were in the top 2 bands for spelling
- In **no** strand was Marsden SS achieving average scores below similar Queensland State Schools.

## Future outlook



## School Improvement Priorities Reading 2019

*Improvement priority – Explicit improvement agenda*

Our focus will be to:

- Improve NAPLAN results in Reading in Years 3 To greater than 95% and Year 5 to 90% or greater above NMS
- Improve the percentage of students in the Upper 2 bands in Reading in years 3 to  $\geq 32\%$  and year 5 to  $\geq 20\%$
- Improve students' use of Synthetic phonics in the Speech Sound Pics program in Prep, Years 1 and 2 so that by the end of year 2 all students have completed the program or are on Individual Curriculum Plans.
- Increase the average attendance of Aboriginal and Torres Strait Islanders to  $\geq 87\%$ .
- Improve 'all student' average attendance rates to  $\geq 92\%$

<p>1. Develop MSS pedagogical playbook</p> <ul style="list-style-type: none"> <li>• Research validated high yield strategies</li> <li>• Select, PD, implementation and QA</li> </ul>	<p>Term 1 –</p> <ul style="list-style-type: none"> <li>• QA on first four strategies (Feedback, Retrieval review, Check for understanding, LI and SC).</li> <li>• Playbook begun with pedagogical descriptions.</li> </ul> <p>End of Term 2-</p> <ul style="list-style-type: none"> <li>• Evidence to show staff regular use of first four strategies (walkthroughs).</li> <li>• Next strategy selected and implemented and pedagogical description created.</li> </ul> <p>End of Term 3</p> <ul style="list-style-type: none"> <li>• QA strategies</li> <li>• Next strategy selected and implemented and pedagogical description created.</li> </ul> <p>End of Term 4</p> <ul style="list-style-type: none"> <li>• Review for 2020</li> </ul>	<p>HOC, P/DPs, Coaches</p>
<p>2. Developing quality assurance tools for walkthroughs and feedback</p>	<p>Term 1</p>	<p>Admin Team</p>

*Improvement priority – Analysis and discussion of data*

<p>1. Lyn Sharatt – Leading Learning Collaborative</p>	<p>Term 1 – PD</p>	<p>Principal and 3 others (Senior Leadership team)</p>
<p>2. Complete EAP Reviews</p>	<p>6 monthly</p>	<p>DPI</p>
<p>3. Incorporate Pat R, M and Early Start into year level planning and G and V selection</p>	<p>Term 4, 2018</p>	<p>HOC, Coaches</p>
<p>4. Closing the Gap – case management of Year 2 Indigenous students</p>	<p>Ongoing</p>	<p>Coach and HOC</p>

*Improvement priority- A culture that promotes learning*

<p>1. Implementation of You can do it!</p>	<p>PD pupil free day - Term 1 All classes to have implemented in planning</p>	<p>HOC-SS and DPs</p>
<p>2. PBL Demonstrator School</p>		
<p>3. Identified students through PBL processes have an Individual Management Plan (IMP) written in consultation with all stakeholders, monitored regularly, modified as necessary and updated at least yearly.</p>	<p>All red zone students have an IMP Review every Term Monitored monthly in PBL meeting</p>	<p>HOC-SS and DPs</p>

4. Classroom Problem Solving Team Meetings (CPSTM) are held by teams formally with at least one per term supported by the behaviour teacher.	Form D completed Information outlined in PBL meetings	HOC-SS and DPs
5. High yield strategies for student engagement will be explored with an aim to provide consistency where possible, across the school. e.g. <ul style="list-style-type: none"> <li>a. Active supervision</li> <li>b. Active engagement</li> <li>c. Positive reinforcement</li> <li>d. Behaviour expectations</li> <li>e. Classroom organisation</li> <li>f. Differentiated teaching and learning</li> <li>g. Consistent and fair consequences</li> </ul>	Term 1 ongoing	HOC-SS, HOC, Coaches, DPs
6. Upgrade WSSR behaviour teacher to HOC-SS	2018	Principal

## ***Curriculum Report 2018***

### ***Coaching***

Throughout 2018, our school-based coaches provided a range of PD and support to teachers. This included: supporting the develop of team protocols and accountability, reviewing and facilitating team sharing of shared and modelled reading processes in classrooms and encouraging the implementation of these teaching strategies across all learning areas.

All P-2 teachers participated in the SSP quality assurance process. The Early Years Coach completed SSP block observations and provided feedback to teachers. Teachers used this feedback to set goals and request support (WOW time, modelling etc). Teacher identified goals were followed up with check in's (informal conversations, follow up observation etc.) at pre-determined points in time.

Following on from the 2016/2017 coaching focus, new staff were engaged in a cycle of modelled lessons, observations & feedback sessions with a focus on shared and modelled reading.

Observation/feedback cycles commenced for Words Their Way explicit teaching lessons. Teachers were provided with the observation sheet prior to the observation, outlining the critical aspects the lessons that would form a focus for feedback. \*This is to continue in 2019.

Teachers completed self-evaluations in either guided reading or SSP. They reflected on their confidence and effectiveness across a range of aspects (e.g. setting learning intentions, providing feedback, modelling etc.) These self-evaluations were shared with the coaches and provided an opportunity to offer support, identify possible WOW time opportunities etc.

The Annual Performance Review Process was re-structured so that teachers engaged in these professional conversations with the Coaches, HOC or DP Inclusive Services. Teachers participated in a GROWTH model coaching conversation, providing an opportunity to set goals, explore options and identify support needed (e.g. WOW time, PD, coaching support) before they finalised their plan and set timelines.

### ***Developing Effective Teaching Teams***

Teaching teams participated in a professional development focused on team teaching models and inclusive practices.

In term 3, all teams participated in team sharing. Each year level team was required to present a reflection on their tier 2 teaching cycles. Teams shared their processes, strategies, successes and challenges with implementing the agreed upon G&V, common formative assessments, tier 1 and tier 2 teaching.

### ***Curriculum Focus***

2018 provided an opportunity for teachers to implement a new approach to the teaching of spelling. After reflecting on the RTI message that all students should receive tier 1 teaching of year level content, the process for implementing WTW was modified. Using the Words Their Way program, year levels are allocated a 'core' list of spelling to teach (as tier 1) to all students. These lists were aligned and cross-referenced against the Australian Curriculum content descriptions and achievement standards. Teachers continued to track and monitor students using the WTW assessments. In term 4, the teachers reflected on the new process and reflected on the success of the changes. Teachers were asked to reflect on the effectiveness of the assessment tool and a decision made to trial the use of PAT spelling assessment in 2019. PAT Spelling will enable teachers to track overall student progress over 12 months with norm data comparisons. Teachers will continue to monitor student weekly progress with the WTW end of unit assessments and weekly spelling tests.

### ***Assessment Review and Development***

Literacy Continuum – Prep and Year One teachers participated in a full day PD/collaborative planning session in preparation for the implementation of Early Start testing. In 2018 Prep implemented the beginning and end of year tests and year one implemented the end of year test. The year two teaching team also engaged in PD focused on the literacy continuum, which was then used to track and monitor students in the critical aspect of Reading Texts throughout term 3 and 4.

Reading Assessment - The use of informal running records was promoted throughout 2018. Teachers use informal RR to monitor student reading, set goals and record progress. Fountas and Pinnell assessments are conducted once per year in Semester Two and are used to monitor student progress over a 12 month period.

PAT Assessment - The requirements for PAT Reading and PAT Maths assessments, previously completed twice per year, was reduced to once per year (as recommended by ACER PAT). These assessments, which were previously conducted in August/September are now conducted in November, which aligns more closely to the normed data collection point and will provide relevant and up to date data for teachers to use to prepare for their class in the following year.

Data analysis using PAT results has been introduced as an integral part of the planning process for end of year planning. The following year teaching teams meet in term 4, examine and reflect on the PAT results for the cohort of students they will teach in the following year. Teachers use this data to select aspects of the curriculum that warrant a strong teaching focus. This data analysis and discussion informs the selection of the G&V (guaranteed and viable) curriculum for the following year.

### ***School Pedagogical Focus***

In term 1, the Pedagogical Playbook Strategy 'Retrieval Review' was introduced to teachers. Visible Learning Strategies (Learning Intentions/Success Criteria) were also reviewed. A PD session was used to introduce and explore the use and benefits of 'retrieval strategies'. Teachers were allocated time during the following PLT meetings to share how they have used retrieval practice in their classrooms.

The October pupil free day was dedicated to a review of the 4 Pedagogical Playbook strategies that have been implemented over the past 2 years. Teachers reviewed – Check for Understanding (TAPPLE), Learning Intentions/Success Criteria, Effective Feedback and Retrieval Review. Additional pedagogical playbook strategies will be selected and added to the playbook in 2019.

In term 3, we also commenced professional developments sessions for teacher aides in each of the pedagogical practices selected for the playbook.

In addition to expanding and reviewing the pedagogical playbook, teacher PD in 2018 focused on expanding teachers understanding of text depended questioning. Regional support was provided in the form of two afternoon twilight PD sessions (4 hours). Following this, the coaching team presented a phase meeting on using TDQs using the Close Reading Strategy.

### ***STEM Strategic Planning***

After consultation with staff, a decision was made for the introduction of STEM classes as specialist lessons in 2019. The HOC and the school's Digital Tehcnology teacher participated in a full day PD on STEM strategic planning. Following the appointment of 2 full time and 1 part time STEM teachers, collaborative planning time was provided, supported by the HOC.

### **Year Level Planning**

New planning documents 'Learning Area Overviews' were created and provided to teachers. These documents aim to support teachers in aligning their curriculum, teaching and assessment. Each year level completes an overview for each learning area detailing the content descriptions to be taught and aspects of the achievement standard to be assessed each term/semester. A brief overview of the term/semester units is also included in the LA overviews. These overviews are stored on the school G drive.

### **LEA/Logan School Networking**

Our HOC/Coaches engaged in a range of activities across the LEA to build connections with other local schools. We participated in the Logan Schools Maths Challenge at Kingston SS and ran the LEA Debating Competition, including organising a 'training' day for all participants and with the support of the Marsden State High School debating team. Our debating teams also participated in the Gold Coast Debating Competition held at Merrimac SS in term 4.

In 2018, the school HOC initiated the formation of the LEA/Logan Schools HOC/Coaches Network. Once per term, HOCs, Coaches, Master Teachers, Reading Mentors etc. from local schools met to discuss coaching, assessment, literacy teaching practices etc. The focus of most discussions throughout 2018 was reading and reading assessment. This has led to the sharing of school-based practices and school develop summative reading assessments.

### **Regional Supported Inquiry Cycle – Year 4 Vocabulary**

During Term 2, the year 4 team commenced work with Wendy McKay, a Regional Australian Curriculum Facilitator. During our initial meeting we delved into the Literacy Continuum as part of the scan and assess stage of the inquiry cycle. During this stage, it was evident that there was little evidence gathered on the teaching of vocabulary. The year 4 teachers decided that teaching vocabulary explicitly would benefit multiple areas in literacy. During the 'develop and plan' phase of the inquiry cycle, the team were asked to research 'best practice' for teaching vocabulary. After the research, the team agreed upon evidence-backed approaches to explicitly teach vocabulary. A pre assessment was made and delivered to give us current base line data. The lesson structure consisted of a modelled lesson, followed by various smaller lessons incorporating retrieval practice throughout the entire process. Common Formative Assessments were completed by the team each week. Our aim was to not only teach the selected vocabulary, but synonyms of those words and strategies to read and comprehend unknown words in texts. HOC, Coach and Administration team were involved in observing lessons and questioning students on what they were learning. A time based comparison (between pre and post test scores) saw students across the cohort with a 28% increase in knowledge and synonyms of selected words.

### **Developing an Inquiry Mindset: Age Appropriate Pedagogy**

In 2018, Prep teachers embarked on the journey to develop an on-going inquiry mind-set assisted by the regional and school based early years coaches.

During the Scan and Assess Stage the Prep Team identified and Prioritised the following Problem of Practice: *Plan more opportunities to engage students in learning; now and for the future*

During the Development and Plan Stage the development and refinement of pedagogy was based on the following professional development opportunities for prep teachers:

- 3a- abecedarian approach
- Story boxes – engaging students in writing
- Myth Busters – How to bring the curriculum to life rather than return to free-play

The Act Stage encouraged the development of an expert team as over time an increased range and balance of approaches became evident in prep teacher's plans and their classroom practice.

# 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 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	986	1027	1048
Girls	474	474	492
Boys	512	553	556
Indigenous	105	108	103
Enrolment continuity (Feb. – Nov.)	93%	93%	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

#### Demography

**Marsden is situated in Logan City, 30 kilometres from the Brisbane CBD. Marsden State School is a Band 11 Primary School in the Logan area.**

The school serves a community situated in Logan City. Its population is predominately made up of families with young children. Residential accommodation comprises a mixture of private and public housing and the community is generally engaged in raising their families and in the small business and general employment sectors.

The following excerpt is from the 2011 Australian Census with data about the Marsden community:

#### Birthplace

67% of the local Marsden population were Australian-born (This is similar to QLD overall). This includes 4.3% who are of Indigenous Origin. Of those born overseas the five main countries of birth in the 2006 Census were:

1. New Zealand: 11% up from 7.4% in 2006
2. United Kingdom: 3.2% down from 3.5% in 2006
3. Philippines: 1% up from 0.9% in 2006
4. Cambodia: 0.8% down from 1.1% in 2006
5. Born Elsewhere 6.4%(my assumption would be many from South Pacific islands)

Changes from 2006 include a continuing decrease in the percentage of Australian born citizens and those born in the United Kingdom. Increases occurred in the other 4 top 5 countries of birth as well as an increase in the percentage of those of Indigenous (Aboriginal or Torres Strait) origin.

#### Language

English is the only language spoken at home by 78.3% (down from 79.9% in 2006) of the population. This is a decrease of 7.2% since the 2001 census.

19% of our students have another language other than English that is the dominant language spoken at home.

Towards the end of 2017 we began to have increasing enrolments of refugees from African nations and from Syria. At the start of 2019 the school had 17 children with refugee status.

The six most common languages other than English spoken at home for our current students are:

1. Samoan 6.6%
2. Hmong 3.4%
3. Khmer 2.8%
4. Tongan 1.2%
5. Vietnamese 0.7%
6. Other 18languages not identified individually 4.3%

## 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	24
Year 4 – Year 6	26	27	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

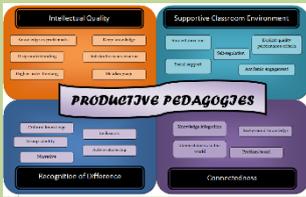
The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

In 2019 we will continue to develop the Marsden SS Pedagogical Playbook which will contain approx. 10 key signature teaching strategies that every teacher will be expected to be proficient in using to maximise student learning.

<b>Dimensions of Teaching and Learning</b>	<b>Curriculum Intent</b>	<b>VISIBLE LEARNING</b>	<p><b>Planning we do:</b></p> <ul style="list-style-type: none"> <li>✓ Align with mandated curriculum:                             <ul style="list-style-type: none"> <li>• Australian Curriculum</li> <li>• Essential Learnings and Standards</li> </ul> </li> <li>✓ Align with Whole School Curriculum, Assessment and Reporting Schedule.</li> <li>✓ Engage in Professional Learning</li> <li>✓ Professional Standards for Teachers</li> </ul>	<p><b>Strategies we use:</b></p> <ul style="list-style-type: none"> <li>✓ Scope and Sequence</li> <li>✓ Unit Planning</li> <li>✓ Year Level Planning</li> <li>✓ Lesson Planning</li> <li>✓ Data Cycles</li> <li>✓ Pre-testing (prior knowledge)</li> <li>✓ Post-testing (</li> <li>✓ Individual Curriculum Plans</li> <li>✓ Diagnostic Testing</li> <li>✓ Student goal setting</li> </ul>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #e0e0e0;"><b>HIGHLY</b></div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #add8e6;">High</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #add8e6;">Deep</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #add8e6;">Targeted</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #add8e6;">Continuous</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #add8e6;">Shared</div>	<p><b>Evidence we see:</b></p> <ul style="list-style-type: none"> <li>✓ Achievement Standards</li> <li>✓ Student Data Profiles</li> <li>✓ Student folios of work</li> <li>✓ Focused phase and year level meetings</li> <li>✓ A consistent understanding of the alignment between what is planned, what is taught, what is assessed, what is reported</li> </ul> <div style="border: 1px solid black; padding: 10px; text-align: center; margin-top: 10px;"> <p><b>Getting more out not cramming more in - Learning 3.0</b></p> </div>
	<b>Assessment</b>	<b>VISIBLE LEARNING</b>	<p><b>Planning we do:</b></p> <ul style="list-style-type: none"> <li>✓ Alignment with curriculum intent, teaching and learning</li> <li>✓ Differentiated assessment</li> </ul> <p><b>Assessment is used:</b></p> <ul style="list-style-type: none"> <li>✓ <i>for learning</i> - to use student progress to inform teaching</li> <li>✓ <i>as learning</i> - to inform students' future learning goals</li> <li>✓ <i>of learning</i> - to assess student achievement against goals and targets</li> </ul>	<p><b>Strategies we use:</b></p> <ul style="list-style-type: none"> <li>✓ Front-end assessment – unpack assessment with students (WALT, WILF, TIB)</li> <li>✓ Review results</li> <li>✓ Modify planning</li> <li>✓ Differentiation</li> <li>✓ Moderation processes to ensure quality assessment tasks (all subjects)</li> <li>✓ Feedback to students and colleagues</li> </ul>	<p><b>Evidence we see:</b></p> <ul style="list-style-type: none"> <li>✓ Progression towards individual goals</li> <li>✓ Modified assessment tasks</li> <li>✓ Alternate year level assessment tasks</li> <li>✓ GTMJ/Rubric</li> <li>✓ Development of exemplars</li> <li>✓ Teacher and student monitoring</li> <li>✓ Monitoring and tracking tools, PAT-R, PAT-M, F&amp;P Benchmark, Words Their Way, Vocabulary, Sight Words, SPAT-R, Letter ID, CAP, Renfrew</li> </ul>	

<b>Sequencing Teaching and Learning</b>	<p><b>Planning we do:</b></p> <ul style="list-style-type: none"> <li>✓ Front-end assessment</li> <li>✓ Understand varying learning styles</li> <li>✓ Differentiation of instruction to meet individual student needs</li> <li>✓ Link to school priorities</li> </ul> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>MAKERS</b></p> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Content</td> <td style="padding: 5px;">Proces</td> </tr> <tr> <td style="padding: 5px;">Product</td> <td style="padding: 5px;">Environ</td> </tr> </table> </div>	Content	Proces	Product	Environ	<p><b>Strategies we use:</b></p> <p>I Do, We Do, You Do - gradual release of responsibility: WALT/WILF/TIB</p> <p>Differentiation of instruction to meet individual student needs</p> <p>Independent and cooperative learning</p> <p>Opportunities to practice skills at different scaffolded levels – whole class / small group / paired / individual</p> <p>Feedback to students on their work throughout units so children know how to get to level</p> <p>Modelled guided, shared, independent learning</p> <p>Modelling and encouraging the use of metalanguage</p> <p>Consideration of General Capabilities</p> <p>Embed Whole School Reading, Spelling, Writing Programs into curriculum delivery incl. WTW, Guided Reading, Seven Steps, Reciprocal Reading</p> <p>Embed ICT</p> <p>Higher Order Thinking</p> <p>Monitoring tasks</p> <p>Problem solving</p> <p>Classroom Observations</p> <p>Reflection</p>	<p><b>Evidence we see:</b></p> <ul style="list-style-type: none"> <li>✓ Feedback from Classroom Observations</li> <li>✓ Visible learning</li> <li>✓ Modelled, guided, independent and shared learning.</li> <li>✓ Student engagement</li> <li>✓ Differentiation evident in planning</li> </ul> <div style="text-align: center; margin-top: 10px;">  </div>
	Content	Proces					
	Product	Environ					
<b>Making Judgements</b>	<p><b>Planning we do:</b></p> <ul style="list-style-type: none"> <li>✓ Know the Australian Curriculum year level achievement standards</li> <li>✓ Provide and/or share GTMJ/Rubric to students at the beginning of a unit</li> <li>✓ Using standards, evidence and teacher agreement to achieve consistency of judgement</li> <li>✓ Liaise with support staff e.g. SEP, ESL, HOC, Coaches, DPs</li> </ul>	<p><b>Strategies we use:</b></p> <ul style="list-style-type: none"> <li>✓ Develop clear, specific criteria relevant to the task</li> <li>✓ Provide clear expectations about quality performance</li> <li>✓ Be clear and explicit with students about how they will be judged</li> <li>✓ Consistency of administration of assessment across year level</li> <li>✓ Year level moderation of student work</li> <li>✓ Analysis of data/achievement to determine next focus</li> <li>✓ Whole Class Assessment Overview to inform gaps</li> </ul>	<p><b>Evidence we see:</b></p> <ul style="list-style-type: none"> <li>✓ Goal Setting</li> <li>✓ Results entered in mark books and OneSchool (according to Assessment and Reporting Schedule)</li> <li>✓ Feedback discussions with parents, students and other teachers</li> <li>✓ Written feedback in student workbooks and on assessment tasks</li> <li>✓ Feedback from Classroom Observations</li> <li>✓ Written feedback in student workbooks and on assessment tasks</li> <li>✓ Development of year level database of A-E work samples</li> </ul>				
<b>Feedback</b>	<p><b>Planning we do:</b></p> <ul style="list-style-type: none"> <li>✓ Use individual student achievement data to close the gap between where students are and where they need to be.</li> <li>✓ Self and peer feedback</li> <li>✓ Goal setting</li> <li>✓ Pre-testing and post-testing</li> </ul>	<p><b>Strategies we use:</b></p> <ul style="list-style-type: none"> <li>✓ Provide quality feedback against explicit individual goals</li> <li>✓ Seek quality feedback on teaching performance from students</li> <li>✓ Use varied forms of feedback – praise, process, task and self-regulation</li> <li>✓ Give timely feedback</li> <li>✓ Design classroom activities and assessment to gather evidence about learning</li> <li>✓ Teachers engage in self feedback and receive quality feedback from peers and supervisors (classroom observations, coaching, walk-throughs)</li> <li>✓ School Reporting</li> <li>✓ Parent Teacher Interviews</li> </ul>	<p><b>Evidence we see:</b></p> <ul style="list-style-type: none"> <li>✓ Substantive dialogue between teachers and students</li> <li>✓ Students engaging with feedback</li> <li>✓ Staff engaging with feedback</li> <li>✓ Students know their level of achievement in each subject</li> <li>✓ Three-way conferences</li> <li>✓ Portfolio sharing</li> </ul>				

## Co-curricular activities

- After School Sport programs
- Homework Club
- Glee Club
- Wakkakirri
- Recycling Warriors
- Peer Mediator Program
- Digital Leaders Program
- Good Start Program
- ARTIE
- Building Solid Pathways
- ASAP – Gifted and Talented
- Skipping Club

## How information and communication technologies are used to assist learning

A full time teacher specialist was employed in 2018 to provide e-learning experiences for our students and to provide modelling and coaching to staff to integrate the high levels of technology within the school. The school has over 500 iPads and over 200 laptops/desktops available for students from Prep to year 6. Every class has a minimum of 10 iPads to use. These are networked through extensive wired and wireless technologies.

The school also has every classroom space with access to interactive touchscreens and large digital TVs that computers can project to for all students to see easily.

The school also has STEM and robotics programs occurring with students learning to do basic coding.

## Social climate

### Overview

#### Creating safe, supportive and inclusive environments for all students and staff at Marsden State School

At Marsden state school, we promote a **positive behaviour for learning approach**, where all staff model, teach, praise and reward students who demonstrate appropriate behaviours within our school community. Each week our PBL focus is taught explicitly during before school assembly, advertised on our school Facebook page and in class by teachers. Resources are shared and provided by our HOC SS, to ensure consistency and a common language throughout the school.

This year we have a strong focus on **student and staff wellbeing** within our school. For students we have re-introduced the new **online version of 'You Can Do it' as our main social-emotional learning program**. All Teachers aim to teach 1 lesson per week as well as teach our schools weekly PBL focus expectation (which is based off data and ODR). We have also introduced meditation and mindfulness across the school, using the program 'Smiling Minds'. Our detention room is now known for not only a place to reflect on student behaviour, but also a place for students who wish to spend some quiet mediation time, led by our staff through guided meditation.

This year our staff were given an **Inclusive Environment Checklist** (which was a project a small group of staff were trained in using in collaboration with Griffith University), our staff have reflected on their current environment setting and made any adjustments they think would benefit all learners.

We have a staff member who is trained in **Rock and Water-** (a social emotional program aimed at improving self-control and using positive conflict resolution when faced with tricky situations.) This allows us to target specific groups of students who may be experiencing bullying or may be demonstrating bullying traits.

We have an **E-smart team** (Amy and Glenn) who meet throughout each term to plan and **enact new ways to combat CyberBullying issues**. We have added a specific new behaviour Category/Subject for Cyberbullying issues- as this is becoming an increasing form of misbehaviour within our school. This will help us to respond to data accurately. We also have a designated email address that is active on our facebook page and will be on our school webpage that is to be used to report all forms of bullying including Cyber bullying. Glenn, along with our digital leaders have created a variety of student led videos that explain and align to PBL expectations. These are available for all staff to share and use within the classroom and are suited entirely for Marsden students, based on our needs within the school.

Every year we commit and participate in the NDA –bullying no way! Last year our students wore orange in support of Bullying No way as well as Harmony day. This year we will be asking the students and staff to wear Bright colours to show our support for all diverse groups of people including the LGBTIQ+ community.

Our **staff created a 'Choose Campaign'** this year. Which saw almost all of our staff purchasing custom made shirts that promoted a choose message- Choose honesty, Choose respect, Choose Kindness, Choose Friendship. This created so many conversations between staff, students and the wider community. Our message was even carried on by some well-known Football players, who kindly wore our shirts and captured

them on social media. These Choose messages became our main focus for many weeks of the year as our PBL focus. We even had community partnership sponsors (Judith Kohler) donating prizes for students 'caught' demonstrating the 'choose campaign' which linked in with our positive VIVO data and we created reward categories targeting these desired behaviours on vivo.

Along with the Choose Campaign- we had a Mural design of acceptance and being kind displayed in our school hall. This promotes inclusion, kindness and other positive behaviours we want our students and staff to display.

This year we have an 'Adopt a Cop' who has been booked in to speak to our students about Bullying Behaviours during 'Bullying No Way week.' March 15<sup>th</sup>.

Within the playground we have a range of proactive and supportive programs that promote and foster positive interactions between students and staff. We have Peer Mediators and Playground Buddies within areas of the school. Peer Mediators are trained to deal with minor issues of conflict between students. They are used to help solve issues before the need of the Teacher on duty. This program has been a huge success for over 10 years at Marsden State School. Our playground buddies are in the play areas to play, provide and interact with all students using the school's equipment. Both of these programs are led by year 5 and 6 students, which is overseen by a Teacher Co-ordinator.

We also have a range of clubs on offer for students to play in; Glee Club 2 days a week (singing/choir), Drumming Club, Chaplain Craft, Wellness/Mediation, Colouring Club, Games room for each sector, Library and Computer Lab (when re-open).

Our Responsible Thinking Classroom (RTC) is also a place whereby all students are told they can report any incident during play, or report any instances of bullying.

Our Chaplain and HOC SS run targeted social skills groups for students who require Tier 2/3 intervention. The program varies and is needs based. Chappy Priya is about to begin sessions for year 5 girls who are having friendship issues. HOC SS- ran programs designed at students have friendship and low self-esteem issues.

This year, we have a Psychology University student through Bond University to be used to assist our G.O with assessments, referrals and offer on-site counsellor for students who require support.

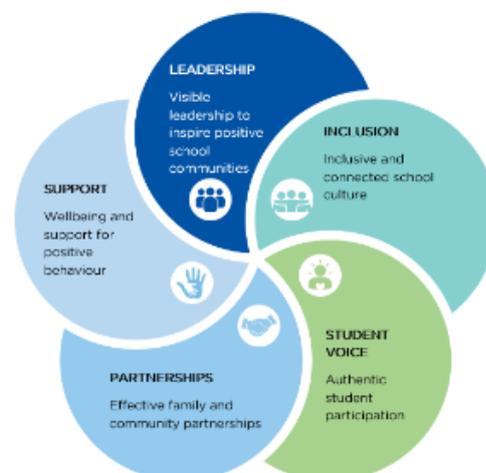
## AUSTRALIAN STUDENT WELLBEING FRAMEWORK

### VISION

Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their potential.

The five interconnected elements of leadership, inclusion, student voice, partnerships and support provide the foundation for enhanced student wellbeing and learning outcomes.

Find out more about these elements and how your school can enact the principles and effective practices that accompany each one.



## 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)	87%	94%	90%
• this is a good school (S2035)	86%	90%	88%
• their child likes being at this school* (S2001)	96%	94%	95%
• their child feels safe at this school* (S2002)	87%	94%	100%
• their child's learning needs are being met at this school* (S2003)	100%	91%	93%
• their child is making good progress at this school* (S2004)	91%	91%	93%
• teachers at this school expect their child to do his or her best* (S2005)	96%	94%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	97%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	91%	98%
• teachers at this school treat students fairly* (S2008)	86%	91%	88%
• they can talk to their child's teachers about their concerns* (S2009)	91%	91%	93%
• this school works with them to support their child's learning* (S2010)	86%	88%	83%
• this school takes parents' opinions seriously* (S2011)	80%	86%	85%
• student behaviour is well managed at this school* (S2012)	82%	84%	88%
• this school looks for ways to improve* (S2013)	96%	97%	95%
• this school is well maintained* (S2014)	100%	97%	93%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	96%	93%
• they like being at their school* (S2036)	94%	94%	96%
• they feel safe at their school* (S2037)	94%	94%	92%
• their teachers motivate them to learn* (S2038)	95%	100%	97%
• their teachers expect them to do their best* (S2039)	97%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	99%	95%
• teachers treat students fairly at their school* (S2041)	91%	93%	88%
• they can talk to their teachers about their concerns* (S2042)	88%	88%	86%
• their school takes students' opinions seriously* (S2043)	92%	94%	88%
• student behaviour is well managed at their school* (S2044)	86%	80%	76%
• their school looks for ways to improve* (S2045)	96%	98%	97%
• their school is well maintained* (S2046)	94%	95%	93%
• their school gives them opportunities to do interesting things* (S2047)	97%	96%	96%

Percentage of students who agree# that:	2016	2017	2018
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\* 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)	95%	90%	94%
• they feel that their school is a safe place in which to work (S2070)	92%	90%	94%
• they receive useful feedback about their work at their school (S2071)	76%	84%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	94%	89%
• students are encouraged to do their best at their school (S2072)	98%	97%	95%
• students are treated fairly at their school (S2073)	93%	92%	92%
• student behaviour is well managed at their school (S2074)	77%	86%	92%
• staff are well supported at their school (S2075)	71%	79%	87%
• their school takes staff opinions seriously (S2076)	76%	77%	87%
• their school looks for ways to improve (S2077)	97%	86%	94%
• their school is well maintained (S2078)	88%	86%	88%
• their school gives them opportunities to do interesting things (S2079)	83%	86%	89%

\* 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 Marsden State School, parents and families are viewed as integral members of the school community and partners in their child's education. We consult the Parent and Community Engagement Framework when developing whole school processes and planning around engagement.

### Communication

Effective communication between the parents and the school is paramount to our foundation for building success, and we have many resources to foster this communication. Inclusive of, and apart from the traditional face to face or paper communication methods such as a term calendar of events, we utilise a number of digital means to communicate general information including the school website, social media accounts, email, Class Dojo, Vivo's and a texting system. Our twice yearly three-way conference bookings are also by digital means with the added option of staff supporting parents to make these bookings where access to the internet is limited. Parents are able to contact the school via phone, email, messenger or walk in to request this assistance.

Academic results and student progress are reported on at these conferences in clear language that is familiar to the parents. The school regularly promotes the language of learning intentions, success criteria, individual SMART goals and targets for students through year level newsletters and social media. Staff also regularly communicate with parents through the post card system, whereby each teacher sends a minimum of one postcard home per week to a child's parents informing them of a positive news story. Good news is also shared via class dojo, Vivo's, and Facebook. All these tools allow parents multiple communication channels to have easy access to school information and keep informed with their child's education.

### Partnerships with Parents

At Marsden State School, parents and staff work on a shared goal of maximising learning and wellbeing outcomes for students. Parents/carers and stakeholders are engaged in the collaborative decision-making process for any adjustments needing to be made to support this through teacher consultation. They are provided with ideas and assisted to develop effective strategies to enhance their child's wellbeing. These opportunities exist for parents through workshops run by key school staff and the Community HUB. Suggestion boxes are in place to encourage parents to provide feedback and to work as partners in their child's education. Surveys are also distributed, and responses collated to assess perceptions and aspirations of the school.

Initial face to face meetings offered at the beginning of term 1 assist to build the first stepping blocks towards a working relationship between teachers and parents. Seeking support from the EALD Teacher to assist with engaging our diverse families to learn more about the child and family is also encouraged.

The recent adoption of a whole school positive virtues campaign with staff, encourages modelling and promoting of best practice towards parents. Staff continually demonstrate acts of respect, kindness, friendship and honesty which positively influences the appropriate behaviour of others.

### **Community Collaboration**

The role of community partnerships at Marsden State School is valued highly. We are proud of the growing relationship we have built with the community. Effective community partnerships have opened pathways to better health and wellbeing for students and their families, as well as providing access to various support services. Some of these partnerships include but are not limited to:

- The Gospel Lighthouse- the donation of weekly food hampers for those families experiencing short term extenuating circumstances
- Coles Marsden- the donation of weekly bakery items for those families identified as being in need, and for children who require regular emergency lunches
- YMCA- donation of all items to provide free breakfast five mornings a week to any student
- Scripture Union- provide chaplaincy services to the school 3 days per week
- PCYC- providing ongoing support to 'at risk' students
- The Goodstart program- focus on nutrition for Pacifica families
- The ARTIE Program- monitoring Indigenous student attendance and providing tutoring
- Deadly Choices- delivers an hour workshop per week to our Indigenous students based on culture and physical activity
- ATSICHS Clinic- provides a free health check for every Indigenous Student within the school
- Solid Pathways- targeting those Indigenous students in the U2B
- Local Kindy providers - transitioning pre-preps into school and ensuring school readiness
- Active After School Program- provides after school physical activity for students up to three times per week
- Bendigo Bank- encourages children to save through student banking
- Crestmead Police- school Adopt-a-Cop program
- Bunnings Underwood- donation and installation of a Buddy Bench
- Aussie Home Loans- providing budgeting advice and workshops for students
- Access Community Services- financial of the Community HUB and its support services
- Griffith University-
- Queensland University of Technology
- LEA HOC meetings – networking with local schools to share best practice and improve student outcomes.
- LEA COACHES meetings – collaborate with local schools to share best practice and improve student outcomes.

### **Decision Making**

Positive communication, mutual respect, and transparency in decision making are the keys to developing and maintaining positive relationships with staff, students, families and the broader community. We foster collaboration within the community through consultative processes. Stakeholders are engaged in local decision making through established strategic partnerships that expand opportunities and contribute directly to greater student success. Active participation in the P&C is encouraged as well as the enlisting of education workers from diverse backgrounds to build understanding around local protocols, and contribute to local decision making. Sub committees such as an LCC, EATSIPS and Student Council are embedded as inclusive modes to ensure a diversity of views beliefs and individual preferences are gathered. Online surveys are accessible through social media to ensure all parties who may find it difficult to engage in decision making can also be heard. Individual capability is built through specific skill training to inform better decision making.

### **School Culture**

Marsden State School is built on honest, timely and professional communication. We promote genuine, confidential and positive interactions with students, their families and the wider community. It is expected these relationships are also reciprocated. Our school values, and encourages learning about the significant diversity within our community.

The recent implementation of a Community HUB has been instrumental in supporting families to bridge the divide between home and school, and understand the culture and language of schooling. The Community HUB assists in building parent capacity to overcome the effects of poverty and diversity on children's learning. The strategic development of collaborative alliances with external service providers have been integral in delivering programs for our diverse families that support the early years of a child's development such as playgroup, as well as their own personal growth through English classes, sewing, cooking and gardening.

We foster a shared responsibility in the education of understanding, acceptance and tolerance. Parents, friends, and the wider community are invited to be partners in the provision of a rich and inclusive school life. We are a hub of community and cultural events that provide opportunities for students and their families to attend and engage with, including: Under 8's Autumn Festival, New Parents Morning Tea, ARTIE Launches, ANZAC Parade, Remembrance Parade, Easter

Bonnet Parade, Academic Parades, Sports Days, Keith Henderson Multicultural Evening, VIP Breakfast of Champions, Volunteers Afternoon Tea, Christmas Parade, School Musical, The Community HUB, Playgroups, The Goodstart Program, The SAKG Program, NAIDOC Week, weekly Yarning Circles, and the development of a Bush Tucker Garden.

Volunteers make a critical contribution to the overall improvement of school culture and are nominated to receive prestigious awards. People are recognised as being partners in success at Awards Ceremonies conducted by both local, state, and federal members of parliament.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Through Responsible Thinking Processes, Children are encouraged to take responsibility for their choices and assisted in making positive choices in the future. Bullying is never accepted and dedicated staff are employed to investigate all incidences and to act accordingly. Children are also taught proactive strategies to ensure they keep themselves safe and report and behaviors of students or adults that make them feel uncomfortable or unsafe.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

## 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	119	127	100
Long suspensions – 11 to 20 days	0	6	3
Exclusions	0	0	1
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

As the school is now fully airconditioned, we have implemented guidelines for staff to reduce the impact on our power usage. E.g. Colling set at 24 degrees or higher and heating set at 22 degrees or lower. Lights have in the main been changed over to LEDs.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	285,651	291,645	311,924
Water (kL)			609

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 a search interface with a dark red header bar. On the left, a white box contains the text 'Find a school'. On the right, a dark red box contains the text 'Search website'. Below this is a search input field with the placeholder text 'Search by school name or suburb' and a dark red 'Go' button. Underneath the input field are three dropdown menus labeled 'School sector', 'School type', and 'State', each with a downward arrow icon.

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

A rectangular button with a dark red border and the text 'View School Profile' centered inside.

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

The screenshot shows a horizontal navigation menu with a dark red background and white text. The menu items are: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a white underline.

**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	71	38	5
Full-time equivalents	67	29	<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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	1	
Graduate Diploma etc.*	9	
Bachelor degree	59	
Diploma	2	
Certificate		

### Professional development

#### Expenditure on and teacher participation in professional development

- The total funds expended on teacher professional development in 2018 were \$91,686.22

The major professional development initiatives are as follows:

- A major focus on improving Reading through a Professional Learning Community (PLC) with PD on:
  - Coaching on Literacy Blocks and High Yield Strategies
  - PLC to Response to Intervention (RTI) conferences
  - Visible Learning Conference
  - Regional Training on Text Dependent Questions
  - Inquiry Cycles in each year level.
  - Essential Skills for Classroom Management –Regionally support school based PD
  - Positive Behaviour for Learning processes
  - Mentoring Beginning Teacher program and training for Mentors

The proportion of the teaching staff involved in professional development activities during 2018 was 100% of permanent and long-term contract teachers.

## 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%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	90%	91%	89%
Attendance rate for Indigenous** students at this school	86%	86%	85%

\* 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

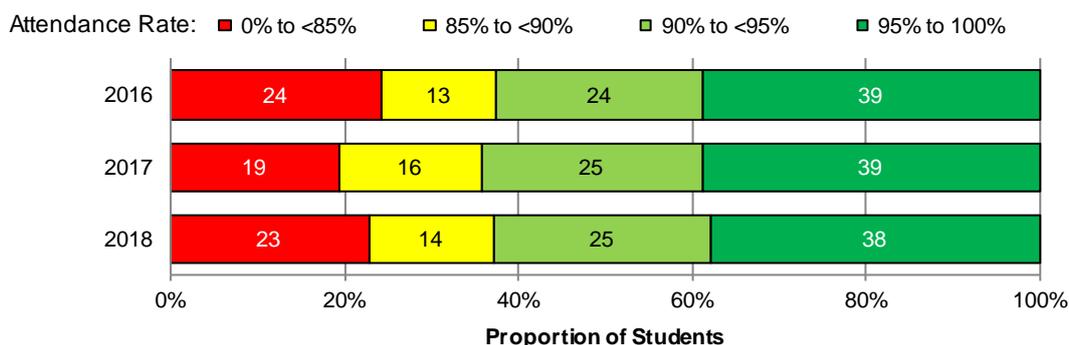
Year level	2016	2017	2018
Prep	88%	88%	88%
Year 1	88%	89%	88%
Year 2	89%	91%	89%
Year 3	92%	91%	91%
Year 4	90%	91%	90%
Year 5	91%	91%	90%
Year 6	92%	92%	89%

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.

### Proactive Strategies:

- Regular messages on Facebook and school sign promoting optimal attendance
- Reward incentives for 100% attendance at individual and class level
- Signage around school promoting "Every Day Counts"
- Attendance messages delivered weekly by admin in Before School Parade about being at school every day
- Fortnightly messages around attendance delivered by admin in sector parades
- Promoting school attendance target throughout the school
- Using attendance data to inform ability to participate in Rewards Days and other school activities
- Green Zone Behaviour and Green Zone Attendance rewarded at the end of each term

### Reactive Strategies

- Attendance committee meet weekly to discuss re-engagement of students with high absences
- Attendance Officer sends absent texts each day
- Attendance Officer calls families for frequent absences
- Chaplain works with at risk families
- DP or GO contacts selected families to discuss absences as decided in Attendance Committee meeting
- Letter 1 sent home to explain unexplained absences
- Formal Legal Letter sent home to request meeting with families to discuss re-engagement
- DP meets with families and strategies attendance improvement

## 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.

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.