



St Benedict's Primary School, MANGO HILL

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Benedict's school was established in 2008 at Mango Hill in the northern suburbs of Brisbane. Our school population exceeds 750 students from Prep to Year 6. The school is designed and planned with sustainability and eco-friendliness as a focus including recycling, water tanks, solar energy and planned air conditioning incorporated into the learning, as we empower students to be caretakers of our environment. At St. Benedict's, we pride ourselves on offering not only a high-quality education but an atmosphere which is totally unique. Our culture is based on the catholic tradition as well as our Patron, St Benedict, whose teachings, philosophy and values permeate our curriculum.

Our school motto, Walk in God's Ways, is our influence by which to live, love, learn, and celebrate in our world today. We promote the values of hospitality, community, peace, prayer, stability, conversion, humility, compassion, obedience, and work in our everyday lives. Our school is educating the whole person as they are empowered to shape and enrich our changing world, by living the Gospel of Jesus Christ.

It is important children at St Benedict's to experience a sense of belonging and we endeavour to provide an inclusive environment where all students can feel safe and happy. Our educators ensure all learners, and their individual styles are catered for, setting up all students for success. We promote collaborative partnerships between home and school where you feel free to contact us to discuss any concerns. Parents and caregivers are strongly encouraged to be engaged and active in their child's education. As well as parent assistance in the classroom, we have a Catholic School Parents Association (CSP) and a School Pastoral Board. Our Mission Statement challenges us to Live, Love, Learn and Celebrate Together. Live Together - by building positive relationships where each person is welcomed, respected and valued. Love Together - by embracing each person as we listen to the voice of God with the ear of our heart. Learn Together - by encouraging and supporting each person while using their unique gifts as we commit ourselves to the service of shaping and enriching our unfinished world. Celebrate Together - by accepting the growth and development of each person as we find God in the everyday rhythms of life.

Our regular instruction program includes Specialist Teachers in the areas of Health and Physical Education, the Arts, Instrumental Music, Digital Technology and LOTE. We offer sporting opportunities, such as touch football, AFL, netball, soccer, cricket and tennis to name a few. St Benedict's offers a quality education with a very professional and dedicated staff.

School progress towards its goals in 2021

Goal	Progress	Comments
Tier One PB4L supports embedded in all classes, across the whole school and with our parent community; to promote consistency in supporting the behavioural and social/emotional needs of all students.	Achieved	<p>There is a school-wide understanding of the necessary supports for positive behaviour at St Benedict's.</p> <p>P-6 teachers used the school-wide behavior matrix to explicitly teach expected behaviours year-round, proactively, responsively and in context.</p> <p>There is strengthened understanding and acknowledgement that positive behaviour management improves academic and social outcomes for students.</p> <p>P-6 teachers use a consistent school-wide approach to respond to Tier One behaviours.</p> <p>P-6 macro and micro planning shows evidence of explicit teaching of expected behaviours, emotional regulation techniques and regular wellbeing check-ins.</p> <p>Class environments use visual displays to support the teaching and management of expected behaviours.</p> <p>The leadership team and PB4L team worked together to collaboratively problem-solve and support teachers of students who display Tier 2 and Tier 3 behaviours.</p>
Deepen teacher's knowledge and understanding of scriptural texts in order to design differentiated learning experiences that engage students and enable them to demonstrate an understanding of content.	Achieved	<p>Year Level PLTs meet to plan in Religious Education</p> <p>Teachers experimented with different pedagogical strategies to support student learning.</p> <p>Year Levels worked together using a variety of biblical tools to develop their own readiness to teach scripture.</p> <p>We achieved more students at above or well above in the Achievement Standard than in 2020</p>
All learners in P-6 are explicitly taught and develop the mathematical language required to be able to confidently reason and talk about their learning in Mathematics.	Not Achieved	<p>We ensured at a minimum there was an hour of mathematical instruction per day.</p> <p>We introduced the Mathematical Vocabulary Scope and Sequence to teachers for incorporating into planning for teaching.</p> <p>We introduced daily number talks to classroom mathematics instruction, which prioritised talk and mathematical reasoning</p> <p>We worked to develop greater mathematical mindset amongst our students through the five</p>

Goal	Progress	Comments
		contexts of learning.
All learners in P-6 are explicitly taught and develop the foundational skills required to become a confident and capable reader and writer.	Achieved	<p>We ensured at a minimum there was 1.5 hours of responsive literacy involving daily connected reading, writing, listening and speaking learning experiences.</p> <p>We introduced 12 – 15 mins per day of phonemic and phonological awareness training using the Heggerty Curriculum in P-3.</p> <p>Our classroom teachers worked towards creating print/vocabulary, talk and experience-rich classroom environments that promote engaging learning</p>

Future outlook

Our focus is to provide explicit reading and problem-solving instruction that improves student comprehension. This will involve:

- Consistency in using the Australian Curriculum: English and Mathematics to identify what students need to know and be able to do to comprehend.
- Delivering structured reading lessons and math talks daily with a focus on the explicit teaching of high impact comprehension and problem-solving skills in P-6.
- Engaging with the work of leaders in their field and provide professional learning to develop an understanding of best pedagogy to teach comprehension and problem solving.
- Create mentor teaching teams with a passion for comprehension and math talk instruction.
- Use PLTs as a vehicle for collaborative learning and inquiry to move reading and problem-solving comprehension forward.
- Provide parent education on how to support their child to develop their comprehension and problem-solving skills.

As a community of staff, students and parents, we will review and reimagine our school vision and mission. This will involve:

- Form relationship with external partner to be a 'critical friend' to support formation, consultation, planning and drafting of school Vision and Mission
- All school staff participate in formation activities that elicit understanding of our mission as a Catholic School (Tradition)
- Consultation with key stakeholders (staff, students, parents, parish priest) to clarify charism and values of St Benedict's Primary School
- Creation of draft vision and mission through Catholic Identity team that is reflective of our school's re-contextualised contemporary world view.
- Staff students and parents can articulate the vision and mission of St Benedict's.

Our focus is to improve student use and understanding of the digital skills required to be assessment capable learners. Teachers will therefore ensure the positive use of ICT to facilitate the teaching and learning process. This will involve:

- Teachers applying knowledge of ICT Capability across curriculum teaching areas, evidenced in Curriculum Delivery Plans for Prep – Year 6 (Literacy and Numeracy).
- Observational data that students have grown in their competence of ICT Skills, evidenced in NAPLAN Results.

Our focus is to improve student well-being by embedding PB4L supports (Tiers One and Two) across the whole school to promote further consistency in supporting the behavioural and social/emotional needs of all students.

Operational considerations:

- PB4L Team will commit to two team meetings per term, to be set in the yearly calendar (Weeks 3&7 of each term).
- Explicit Teaching of our 'WALK In God's Ways' Matrix to occur to start the year

We will use Engage and BI Tool (Student Behaviour Data) to determine:

- That behavior incidents are being routinely and consistently logged
- That we see a consistency in what constitutes major/minor behaviours
- That we see a reduction in major/minor behaviours through the year
- That the nature of incidents is being targeted through the implementation of our strategies and actions (RESTORE procedure, Circle Time & Restorative Practices)
- PB4L Tier One Team will use a problem-solving approach to improve universal supports for all students.

Our school at a glance

School profile

St Benedict's Primary School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021 735	381	354	28

Student counts are based on the Census (August) enrolment collection.

At St. Benedict's Catholic Primary School in 2021 we have a population of 735 students from Prep to Year 6 coming from 518 families. We cater for a diverse range of learners and learning needs including students with special talents and those with special educational needs. Whilst our student population is predominately Australian born, approximately 8.6% were born overseas. Some of the places of birth include Spain, The Philippines, Guatemala, Venezuela, India, New Zealand, England, South Africa, Iraq, Syria and the USA. Some of the first languages spoken by our students include: Tagalog, Filipino, Hungarian, Japanese, Arabic and Spanish.

Approximately 3.8% celebrate an Aboriginal or Torres Strait islander origin. The majority of our students transition to St Benedict's College at the conclusion of Primary School. We have a proportion of students who transition to St Pat's College at the end of Year 4, although this involved a very small number of students in 2021.

Curriculum implementation

Curriculum overview

St Benedict's Primary school is committed to providing quality teaching and learning outcomes for Prep to Year 6 students that shape lives, nurture individuals and encourage each student to realise their full potential. We are a faith-filled community creating a better future.

At St Benedict's we use the Australian Curriculum to make informed decisions about what our students should be taught. Our teachers collaboratively plan teaching and learning opportunities in alignment with the curriculum in ways that best meet students' needs and interests. We fully implement all Learning Areas of the Australian Curriculum from Prep to Year 6:

- English, Mathematics, Science, Humanities and Social Sciences
- Health, Physical Education (Specialist Teacher Learning Area)
- Digital Technology (Specialist Teacher Learning Area) and Design and Technologies
- The Arts (Specialist Teacher Learning Area), Languages (Years 2 – 6: Chinese) (Specialist Teacher Learning Area).

In addition to the Australian Curriculum, we fully implement the Archdiocese of Brisbane Religious Education Curriculum to teach Religious Education from Prep to Year 6. Teachers work with the Assistant Principal: Religious Education and their colleagues to collaboratively plan and implement engaging and meaningful recontextualised learning opportunities that allow students to experience and grow in their understanding of the Catholic faith.

Five contexts for learning are used in Prep to Year 6 to provide a balanced teaching, learning and assessment program that prioritise focused and responsive learning and teaching through investigations, play, routines and transitions, real-life experiences, and talk and interaction.

Digital skills development is an integral part of teaching and learning at St. Benedict's. All students are provided access to a range of digital devices they will encounter in the real world and have access to Digital Technology lessons with a specialist educator. Additionally, we give each child the opportunity to develop appropriate skills through specific classroom teaching and learning in conjunction with the Australian Curriculum Information and Communication Technology General Capability Learning Continuum. We integrate the use of a variety of technologies in the contexts of other learning areas, to prepare them for a society where technology is present in every facet of life.

St Benedict's teaching and learning is informed and guided by the following:

- [St Benedict's Mission Statement](#)
- [BCE's Learning and Teaching Framework](#)
- [Australian Curriculum](#)
- [The Alice Springs \(Mparntwe\) Education Declaration](#)

Teachers use the above-mentioned frameworks to plan collaboratively with their colleagues, Primary Learning Leader and Support Teacher Inclusive Education to create engaging and meaningful learning that progresses each student in their learning. St Benedict's promotes high expectations for all learners fostered by the belief held by our school that all learners can learn to high levels given the right time, resources and support; and all teachers can teach to high levels given the right time, resources and support.

All teaching is planned in short, responsive cycles that use 8 key questions to guide how teachers respond to the evidence if student learning is collected:

1. What do our students need to know and be able to do?
2. How will we know if/when our students have learned this and to what degree?
3. What do we need to teach our students so they can experience success and demonstrate their learning?
4. How will we make this teaching and learning visible and accessible to our learners?
5. How will we engage our students in this learning?
6. What will we do if our learners already know this, or are not ready for this?
7. How will we respond if our students do not learn this?
8. What is needed next by our learners based on the evidence we have collected?

Teachers, in consultation with the Primary Learning Leader, Support Teacher: Inclusive Education and Co-Teachers identify and implement effective and expected pedagogical practices that move student learning forward. These include:

- BCE Model of pedagogy
- Context-text model of language
- Gradual release of responsibility model
- Whole-Part-Whole
- Early years contexts for learning (play, investigate, routines and transitions, real world and focused teaching and learning)
- Visible learning intentions and success criteria; and
- Timely and responsive feedback.

Teachers collect evidence of student learning using a range of tools and use this evidence to inform planning for the next teaching cycle. Some of these include:

- BCE monitoring tools
- Formative assessments
- Summative assessments
- Standardised tests
- Screeners

- Formal reports from outside agencies where relevant (i.e. Paediatrician, Speech Language, Occupational Therapy, etc)
- Anecdotal records and observations.

Teachers, in consultation with the Support Teacher: Inclusive Education, identify and implement a broad range of adjustments necessary for each student to access the curriculum across learning areas. Teachers share evidence of student learning with the parent community at regular times in the year in the form of interviews and formal written reports.

St Benedict's strives to provide an outstanding education experience for all families. In doing so, the school engages in perpetual cycles of school improvement that is informed annually by student results and the identified professional learning needs of staff.

St Benedict's recognises and values the key role parents play as the first educators of their child. As such, prior to their child beginning Prep, families are given a range of resources and attend a number of information sessions to help their child become ready for school and to ensure the smoothest and most successful start possible to their educational journey.

Our Pre-Prep Program instils a sense of community within each family that would be attending Prep and for students to feel a sense of familiarity with staff and the school environment. This program allows staff to get to know the students before they begin Prep and to plan and cater for all their needs.

1. Staff (selected teachers, STIE, School Based Speech Pathologist, Guidance Counsellor or EAL/D teacher) visiting certain students at their Childcare Centres in order for us to get to know and observe these students within a safe and familiar environment.
2. A Literacy Program is offered twice a week starting in Term 3 of the year before the student is due to begin Prep. Parents are invited to attend one session a week with their child. During these sessions students will be read a story to encourage a love of reading and to develop students' vocabulary.
3. Transition mornings where students participate in an outdoor, fine motor, story time and games activity on a rotational basis in one of the 4 prep classes. Parents attend an information session in the hall where they become familiar with the Prep curriculum and school policies and procedures.

Extra-curricular activities

At St. Benedict's Primary School, we provide a range of extra-curricular activities throughout the year. These include:

- Before and after school clinics are offered in many team sports including Rugby Union, Cricket, Rugby League, Soccer and Tennis
- Benedict Performers, Mini Singers, Junior Choir
- Junior and Senior Instrumental band
- Reading Buddies
- Smock On Art Lessons
- Lego Club

How information and communication technologies are used to assist learning

During the 2021 school year, the school's ICT assets were as follows:

Model	Year Level or Staff	Mode (1:1, Shared, Fixed)
iPad 5thGeneration	Prep	Shared
iPad 5thGeneration	Year 1	Shared
iPad 5thGeneration	Year 2	Shared
iPad 6thGeneration	Year 3	1:1

Model	Year Level or Staff	Mode (1:1, Shared, Fixed)
iPad 6thGeneration	Year 4	1:1
iPad 6thGeneration	Year 5	1:1
iPad 6thGeneration	Year 6	1:1
MacBook Air	Teaching Staff	1:1
iPad 6thGeneration	Teaching Staff	1:1
MacBook Air	Non-Teaching Staff	1:1
iPad 6thGeneration	Non-Teaching Staff	1:1
Mixed Devices	Administration	Fixed

Achievements from 2021 have included:

- Planning and budgeting for the upgrade to AV equipment in the Primary Hall
- Upgrades to projectors in Years 4-6 rooms
 - New white boards and cabinetry installed to allow for wider-screen AV.
 - New projectors purchased and installed in all Year 4-6 classrooms.
- New phone system purchased and installed, allowing for internal intercom, internal announcements, calling-out, handset capability in event of lockdown/emergency.
- Beginning the NBN Migration process.
- In light of the changes to school and 'at-home' learning brought about by the pandemic, a change was initiated to the school policy around students from Years 3-6 taking iPads to and from school.
- Acceptable and responsible use procedures established to support Years 3&4 with the taking-home of iPads.
- Year 6 Leaders (Technology Ministry), supporting Year 3&4 students about iPad care and responsibility when taking the iPads to and from school:
 - How I carry my iPad?
 - Where I put it in my bag?
 - When I use it?
 - Keeping it away from my water bottle and food.
 - Routines I have at home (charging, putting it away, etc)
 - Demerits
 - Other tips the Yr 6 students shared with our younger students
- Employment of a Specialist Teacher to teach Technologies (Digital and Design), incorporating elements of Media Arts. The beginnings of a STEAM focus to this role.
- Liaising with BCEO IT Education Officer to gain support with planning for ICT and digital skills, looking at what other schools are doing.

Social climate

Overview

We are a Catholic School which has a focus on the Benedictine traditions. These traditions promote the building of a welcoming and hospitable school environment. We espouse the core Benedictine charisms for living and learning together. These include Hospitality, Compassion, Work, Prayer, Peace and Community. These charisms guide us in developing an inclusive and supportive learning environment.

We take an educative approach to student behaviour support and have a school wide Behaviour Education and Management Plan. Our response to bullying is that it is not acceptable, and we promote our "WALK" (We Respect, Act Responsibly, Learn Together and Keep Safe) as a way of building positive relationships in our learning community. School processes proactively prevent and respond to bullying are detailed in our School Behaviour Support Plan.

We have engaged a Student Pastoral Care Coordinator who functions in an informal capacity to strengthen relationships with staff, students and parents.

Our Year 6 Student Leadership Ministries also work to build community and relationship with a "Children teaching and helping children" approach. Student voice is promoted and celebrated within our school community.

Students at St Benedict's are positioned at the centre of our practice, with the classroom teacher as the core professional, positioned to progress learning. A team of Wrap Around Support, supports teachers and the students, in order to manage learning progress and development. The wrap around support includes school, system and externally based professionals such as: Support Teachers-Inclusive Education, Guidance Councillors, Speech Therapists, Education Officers (BCE), Occupational Therapists, Psychologists, Psychiatrists, General Practitioners and Paediatricians.

Support Teachers- Inclusive Education (STIE) are the school-based case managers for students with a learning disability who require intensive teaching interventions and Levels of Teaching Response.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree[#] that:	
This school helps my child to develop their relationship with God	99.2%
School staff demonstrate the school's Catholic Christian values	98.4%
Teachers at this school have high expectations for my child	94.4%
Staff at this school care about my child	97.7%
I can talk to my child's teachers about my concerns	97.7%
Teachers at this school encourage me to take an active role in my child's education	93.2%
My child feels safe at this school	97.7%
The facilities at this school support my child's educational needs	92.4%
This school looks for ways to improve	93.8%
I am happy my child is at this school	94.6%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	94.4%
I enjoy learning at my school	97.3%
Teachers expect me to work to the best of my ability in all my learning	98.8%
Feedback from my teacher helps me learn	97.3%
Teachers at my school treat me fairly	93.8%
If I was unhappy about something at school I would talk to a school leader or teacher about it	80.1%
I feel safe at school	92.2%
I am happy to be at my school	93.3%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree[#] that:	
Working at this school helps me to have a deeper understanding of faith	87.5%
School staff demonstrate this school's Catholic Christian values	93.8%
This school acts on staff feedback	86.7%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	87.1%
In general students at this school respect staff members	97.9%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	95.8%

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

DW = Data withheld to ensure confidentiality.

Family and community engagement

Parents are most welcome to be engaged in their child's education. It is actively encouraged by staff and promoted within our community. There are a range of opportunities for parents to be involved both formally and informally. Once the formal induction process to meet our legal compliance with Student Protection has been completed you will see parents involved in classroom activities, sporting events and excursion activities.

Formal opportunities also exist with participation in our Catholic School Parents Association and our Pastoral School Board. In 2021 the School Family and Community Engagement Team was established. This was a group of enthusiastic parents who were keen to drive student learning engagement activities for parents across the year. The highlight of their involvement in 2021 was our Celebration of Learning Evening where parents worked together to organise an evening of entertainment around a student learning focus.

St Benedict's also endeavours to involve families in the education of their children by offering parent teacher interviews throughout the year. Regular communication between the classroom teacher and parents around what is being taught in classrooms also occurs.

In relation to students with diverse needs, parents and families are heavily consulted regarding the adjustments and modifications to learning. Curriculum Access Plan meetings are coordinated by support staff for student support teams, which include parents, to have rich discussions about students.

St Benedict's seeks to be involved in the wider community. There have been opportunities for groups of students to perform at events outside the school, including eisteddfods, community shows and other competitions.

As a school we engage in consultation and collaboration via the Curriculum Access Plan Meeting which occurs each semester. Consultation with external agencies occurs on an as needs basis throughout the year. This may include utilising the resources of Advisory Visiting teachers (HI, PI & VI) external agencies such as Autism QLD etc. Input from these agencies are sought throughout the consultation and collaboration of the yearly teaching cycle to determine necessary adjustments in order to facilitate inclusion and access to the curriculum for the student. The functional impact of the student's disability is monitored and reviewed throughout planning cycles, ongoing reflection, and review of data from the child's personalised support team. Additional meetings occur more frequently throughout the year in response to need and or/ increased levels of support.

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.

How to access 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.

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

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

Description	Teaching Staff*	Non-Teaching Staff
Headcount	47	25
Full-time Equivalents	41.0	14.5

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	11
Graduate diploma etc.**	5
Bachelor degree	30
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives for 2021 at St Benedict's Primary were as follows:

- The Importance of Teacher Well Being with Justin Coulson
- Positive Behaviour for Learning Tier One and Two Support for Classroom Teachers
- Correlation between Student Reporting Results and Standardised Student Data
- Analysing and responding to NAPLAN Data
- Deepening teacher understanding of the three worlds of the text using mandated scripture.
- Hermeneutical practices in understanding scripture
- Phonemic and phonological awareness in the early years
- Scarborough Reading Rope – Foundations Skills for Reading Prep – Year 6
- Oral Language and Language Experiences to Support Reading.
- Mentoring and Early Career Teacher Development.

The proportion of the teaching staff involved in professional development activities during 2021 was 98%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88.5% of staff was retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	94.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.9%

Average attendance rate per year level			
Prep attendance rate	94.7%	Year 4 attendance rate	94.9%
Year 1 attendance rate	95.0%	Year 5 attendance rate	93.9%
Year 2 attendance rate	95.3%	Year 6 attendance rate	94.0%
Year 3 attendance rate	93.4%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

Management of student non-attendance is monitored. At risk students and families attend wrap around meetings to seek clarification of individual student circumstances and context and support provided to attend to any concerns. Parents may report an absence by phoning the school. An explanatory note/email is required when a child is absent from school. The note can be sent in prior to a known absence or following any absence, i.e. illness or leave for any reason must be specified. A note is also required if a child arrives late to school or needs to leave early. If the school does not receive notification of an explained absence for a student, the school sends a SMS message to parents call to seek an explanation.

In 2021 we continued to regularly communicate through newsletters and social media the importance of school attendance. We also issued letters of congratulations to parents for whom their children had high letters of attendance. We also wrote specifically to parents for whom their child's attendance was below and significantly below the ACARA standard for attendance in schools. For those whom attendance was particularly concerning, support team meetings were held.

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](http://www.myschool.edu.au/) 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.



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.