St Rita's Primary School, VICTORIA POINT

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 Rita's is a Catholic co-educational school for students from Prep to Year 6. Our school is located in the Redlands bayside suburb of Victoria Point in a pleasing physical environment of landscaped grounds and learning areas. As a Catholic parish school, we promote a welcoming and vibrant community, where respectful and positive relationships are fostered with our parents, carers and the St Rita's parish community. St Rita's is a well-resourced school providing optimal conditions for learning. Our staff plan, teach and assess from the Australian Curriculum. As a Catholic school, the teaching of religion occurs within two dimensions including content from the Archdiocese of Brisbane Religion Curriculum P-12 and within the religious life of the school. Through extensive technology resources and the support of an Information Technology Officer, information technology is embedded in the curriculum. Specialist teachers in The Arts, Physical Education, and Japanese along with choirs, drama, chess, and science clubs provide a rich learning environment. Student wellbeing is a priority and is promoted by implementing a co-ordinated and targeted range of programs that promote social and emotional learning, personal safety and protective behaviours, and personal development.

School progress towards its goals in 2021

Catholic Identity

Goal: Renew Vision & Mission statements as foundation of values and beliefs so that whole school practice and processes are informed by and have a clear alignment to these statements.

Strategies:

- Deepen staff theological and spiritual understanding of Catholic perspectives.
- Align all school policies, processes and frameworks to Vision & Mission.
- Develop a learning framework aligned to our Vision & Mission.
- Develop staff and student formation plans.
- Collaborative planning based on achievement standards and assessment moderation.

Progress made on goals

- Alain Pitot, BCE Head of Catholic Identity engaged for staff professional development day.
- Working group established to review vision and mission.
- Vision and Mission statement has been reviewed and rewritten with feedback from School Board and staff.
- School values and motto based on scripture identified.

- Vision and Mission statement draft submitted to Head of Catholic Identity for endorsement.
- New artwork for Vision and Mission created.
- All school processes and frameworks are being aligned to the Vision & Mission.

Learning and teaching

Goal: Optimise student engagement and progress through a focus on positive behaviours for learning so that students have the best opportunities for success.

Strategies:

- Whole school use of effective and expected practices and high yield strategies.
- Embedding positive behaviours for learning.
- Consistent application of collaboratively developed beliefs and non-negotiables.
- Collaborative practice for curriculum planning.
- Measure engagement through NAPLAN testing.

PM Benchmark Targets

Prep 95%, Year 1 95%, Year 2 90%

Progress made on PM Benchmark Targets

- Target Prep 95%, Achieved 95.3%
- Target Year 1 95%, Achieved 94.2%
- Target Year 2 90%, Achieved 82.5 %
- Targets were met for PM Benchmarking for Prep and Year 1 students.

Writing Targets

50% of students in Year 3-6 will score 3 for Sentence Structure and Punctuation using the Writing Analysis Tool.

Progress made on Writing Targets

- 50% of students in Year 3-6 will score 3 for Sentence Structure and Punctuation using the Writing Analysis Tool.
- Year 3 Term 4 10%
- Year 4 Term 4 36%
- Year 5 Term 4 56%
- Year 6 Term 4 47%
- Goal was achieved for Year 5 2021 students for sentence structure and punctuation.
- Goal was not achieved in Year 3, 4 and 6.

NAPLAN Targets

- NMS +2 and above
- Year 3 60%
- Year 5 50%

Progress made on NAPLAN NMS+2 Targets

- NMS +2 and above - Target Year 3 60%
- NMS +2 and above -Target Year 5 50%

	Year 3 2021	Year 5 2021
Reading	80%	61.7%
Spelling	56.9%	50.6%
Grammar and Punctuation	63%	47.2%
Numeracy	52.4%	47.1%
Writing	69.2%	35.7%

- Year 3 2021 -Target was achieved for Reading, Grammar and Writing
- Year 5 2021 - Target was achieved for Reading.

Issues Identified

- Year 5 2021 - Concerns regarding writing for 65% of students supported by evidence in Writing Analysis and NAPLAN.
- Year 5 2021 - Concerns regarding numeracy for 43% of students supported by evidence in PATM data and NAPLAN.
- Year 3 2021 -Concerns regarding spelling for 47% of students supported by evidence in Writing Analysis and NAPLAN.
- Year 3 2021 - Concerns regarding numeracy for 48 % of students supported by evidence in PATM data and NAPLAN.
- Goals for writing and numeracy will be a priority for Year 4 students in 2022.
- Goals for writing and numeracy will be a priority for Year 6 students in 2022.

Future outlook

The explicit improvement agenda for 2022 will focus on gaining improvements in Catholic Identity, Mission, and Learning and Teaching, with a focus on student engagement.

Catholic Identity Mission

Goal: The school sustains and enhances Catholic identity with an integrated approach for mission.

Strategies:

- Engage in the Catholic Dialogue Schools Project.
- Participate in spiritual formation programs, particularly ones with an Augustinian focus.

Success measures

- All school processes and frameworks have a clear alignment to the Vision & Mission.
- Staff can articulate the charism, values and traditions.
- Staff have a common language and shared understanding on how Catholic Identity is expressed through the school's mission and practices.

Learning & Teaching PB4L

Goal: Increased engagement of students in their learning and growth, as a result of clear and consistent behaviour support.

Strategies:

- Clarity about and commitment to the 13 Beliefs of PB4L.
- Establish consistent classroom covenants, rules, procedures, routines for Prep to Yr 6.
- Explicit teaching of whole of school expectations and then re-teaching and responding to guide positive behaviour.
- Use of individualised behaviour plans.

Success measures

- Consistency in implementation of explicit strategies for behaviour support with a shared approach.
- Collective responsibility in responding to unproductive behaviours and consistency in PB4L. practices.
- Improved ENGAGE data.

Learning & Teaching Reading

Goal: Maximise the learning growth of each student in reading, through consistent use of effective teaching practices using the BCE model of pedagogy.

Strategies:

- PD opportunities for deepening data literacy and reading practices.
- Participate in sharing of practice for planning, differentiation, moderation and assessment using data.
- Establish data-informed processes for consistency of judgements in A-E standards.

Success measures

- Greater teacher confidence and capacity to interpret and triangulate data.
- Greater spread in SRS data.
- Differentiation recorded in planning documents.
- Class teachers accountable for levels of teaching response.

Our school at a glance

School profile

St Rita'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	504	268	236	12

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

St Rita's School had 21 classes across the 7 year-levels of primary from Prep to Year 6, with three classes of each year level. There was as even mix of gender in each class throughout the school. The

religious background of our students is mostly Catholic, 55.6%, and families with other Christian denominations form about 20% of our population.

St Rita's is an inclusive school community that welcomes cultural and social diversity. We had 2.6% of students from a non-English speaking background and 2.6% of students from First Nations backgrounds. Students with Special Needs make up 15.9% of our student population.

Our families predominantly live in the Redlands area covering Victoria Point, Thornlands, Redland Bay, Mt Cotton, Coochiemudlo Island and Stradbroke Island. Our students traditionally transition to Carmel College at Thornlands, Chisholm College at Cornubia, Iona College at Lindum, Cleveland High School and Victoria Point High School.

In 2021, St Rita's primary students are concentrated largely around Victoria Point, central Redland Bay and south-eastern Sheldon – Mount Cotton. The catchment is home to 1.8% of residents that identify as being of Aboriginal or Torres Strait Islander descent. Around 71.40% of residents are born in Australia and 88.60% of people residing within the catchment are from a country with an English-speaking background (including Australia).

The dominant religious affiliation within the catchment is Christianity, which sits at around 61.10%.

The dominant industry employment type of residents living within the catchment, is the Construction industry. This is followed by the Health Care and social assistance and Retail Trade industries.

The catchment is skewed towards families with children with 59.1% of respondents in the census reporting they are either a couple family with children or a one parent family. This aligns with the Redland and QLD averages of 59.40% and 58.94% respectively.

Curriculum implementation

Curriculum overview

An Early Years Program that has an emphasis on the Five Contexts for Early Learning, including – Real Life, Play, Focused and Explicit Teaching, Investigations, Routines and Transitions.

Planning, teaching and assessing using the Achievement Standards and Content Descriptors in the Australian Curriculum for all eight learning areas, using short-term planning cycles in Mathematics and English. Explicit evidence-based teaching that is purposeful, focused and targeted.

Our pedagogical practices and processes use the following:

- Focus on learners and their learning, including measuring and monitoring progress.
- Establish clear learning intentions and success criteria based on the Australian Curriculum.
- Activate multiple ways of knowing, interacting and opportunities for practice through ongoing targeted cycles of learning.
- Respond with feedback that moves learning forward by teaching explicitly how to seek feedback, receive, give and act on feedback .
- Evaluate the effect of teaching on student achievement and success by establishing practices and processes that identify and evaluate the impact of teaching on student progress.
- Teachers use the gradual release of responsibility strategies to support students with targeted, individualised instruction transitioning responsibility from 'I do, we do' to 'you do'.
- Teachers use a range and balance of assessment techniques and tools to cater for all learners and learning. Examples include written tasks, running records, research projects, teacher observations, tests and oral presentations .
- Whole school formal monitoring is conducted using the BCE approved monitoring tools Letter Sound Knowledge, Concepts About Print, PM Benchmarking, Writing Analysis Tool, PAT-R and PAT-M formal assessments.
- School Wide Positive Behaviour Support' underpins our student behaviour program. This program involves the development of rules and expectations that are set within a positive rewards system. This is supported by a variety of programs which build social and emotional skills.
- Specialist teachers in Drama, Music, HPE and Japanese.

- Primary Learning Leader to assist and support with planning, monitoring and assessing learning activities for all students within the BCE learning framework.
- Learning Engagement Teacher employed full time to co-plan and co-teach alongside classroom teachers.

Collaborative planning sessions are used to identity students who require assistance to access the curriculum with adjustments made to curriculum plans for specific student needs. Learning data is reviewed regularly, this information is used to identify, gather and interpret information about student achievement and learning in order to improve, enhance and plan for further learning.

We hold weekly Review and Response sessions with teachers from each cohort with a panel consisting of leadership, teachers, the Primary Learning Leader and Learning Engagement Teacher. These sessions provide an opportunity for each teacher to identify concerns for a student who may not be progressing as expected. Student work samples and data are viewed, an overview of the instruction provided by the teacher is reviewed and an identified goal for the next step in learning is highlighted. The panel discuss pedagogical strategies and the learning focus for the individual student. The teacher records the strategies that will be implemented to progress learning and chooses the specific evidence to bring back to the next session to review the plan for the student.

During 2021 we began the development of a comprehensive Curriculum Delivery Plan which is used to develop a consistent and shared practice for teaching and learning.

Extra-curricular activities

- Senior and Junior Choirs;
- Creative Kidz on Stage - including wind, percussion, guitar and keyboard lessons.
- Lunch time clubs - Drama; Mini Vinnies Social Justice Group; Peer Mediation; Rita's Rangers Environment & Sustainability Group; Chess Club; Book Club; Coding Club; Ukulele Group; Homework Club.
- Academic Enrichment; ICAS competitions and Future Problem-Solving Competitions.
- Sport: Interschool Sports - for Years 5-6; School Carnival and Representative Sport – Swimming, Athletics, Cross Country; Swimming Lessons (Prep - Year 6), District Trials.
- Book Week and Book Fair whole-school activities.
- Buddy Classes.
- School Camps (Years 4-6).

How information and communication technologies are used to assist learning

Students at St Rita's have access to a bank of lap top computers in classes from Prep to Yr 3, from Yr 4 to 6 we have a one-to-one laptop program. Information and communication Technologies are used in the early years for accessing applications to support literacy and numeracy concepts, reading and viewing stories, word processing, research and typing tutorials.

In the upper primary years students and teachers use ICT as in the early years and will also distribute assignments, share resources and communicate with each other. Microsoft 365 suite of applications such as Microsoft Teams and One Note are used for learning plans, tasks and assignments and online collaboration, with teachers providing feedback to students using these applications as well. Technology is also used in each year level for personalised learning to adjust tasks to suit personal needs

Social climate

Overview

Student well-being is promoted at St Rita's by implementing a coordinated and targeted range of programs, which are well supported by research, that promote social and emotional learning. These include the ARK (Awesome Rita Kids) program providing a daily check-in check-out process, recognising positive behaviours across all year levels, Conflict Resolution and Peer Mediation training for Year 6 students. Peer Mediators support and assist with students experiencing difficulties and/or isolation in the playground settings.

St Rita's has implemented PB4L (Positive Behaviour for Learning) since 2014. Inclusive in these processes are the explicit teaching of expected behaviours through the schoolwide matrix for expected behaviours. PB4L also promotes consistent responses to problem behaviour, including bullying and individual acknowledgments of consistent appropriate behaviour with the Rita Awards.

Should bullying be identified, parents are contacted and all reports of bullying and / or bully type behaviour are investigated. When bullying behaviour occurs, school leadership, teachers, parents and students involved, collaborate to determine a response that includes reteaching, restorative practices and a specific behaviour plan.

St Rita's have one full time Support Teacher - Inclusive Education teacher, a part-time Support Teacher – Inclusive Education and a part time Guidance Counsellor who, with the Principal, form the Student Support Team. The Student Support Team provides support to class teachers with differentiation strategies to support and extend students with unique learning capabilities. The Student Support Team provided professional development to staff and school officers in the areas of the Levels of Teaching Response, engagement in learning and the Disability Discrimination Act and how this applies to education. St Rita's places a strong emphasis on the connection between wellbeing and learning growth.

A Pastoral Care approach where the wholistic development of the child at the centre compliments the explicit teaching of social and emotional skills and Gospel values. Teachers work at establishing and maintaining positive relationships with their students to create a safe positive learning environment where it is okay to fail at times. We make use of restorative practices in line with our Positive Behaviour for Learning behaviour support plan.

In 2021 a system to acknowledge student's birthdays was implemented. Each child is presented with a St Rita's birthday card on the day of their birthday, or a day close to it. All students are then asked to stand to be blessed at the Friday assembly each week.

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	
Percentage of parents/carers who agree# that:	**2020**
This school helps my child to develop their relationship with God	99.1%
School staff demonstrate the school's Catholic Christian values	99.1%
Teachers at this school have high expectations for my child	92.5%
Staff at this school care about my child	95.4%
I can talk to my child's teachers about my concerns	94.5%
Teachers at this school encourage me to take an active role in my child's education	92.7%
My child feels safe at this school	89.9%
The facilities at this school support my child's educational needs	93.6%
This school looks for ways to improve	90.3%
I am happy my child is at this school	94.4%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	**2020**
My school helps me develop my relationship with God	92.2%
I enjoy learning at my school	95.6%
Teachers expect me to work to the best of my ability in all my learning	96.3%
Feedback from my teacher helps me learn	93.8%
Teachers at my school treat me fairly	92.5%
If I was unhappy about something at school I would talk to a school leader or teacher about it	70.6%
I feel safe at school	91.8%
I am happy to be at my school	91.8%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	**2020**
Working at this school helps me to have a deeper understanding of faith	88.4%
School staff demonstrate this school's Catholic Christian values	95.2%
This school acts on staff feedback	64.3%
This school looks for ways to improve	97.6%
I am recognised for my efforts at work	79.1%
In general students at this school respect staff members	67.4%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	95.2%

# '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

Parent engagement is actively encouraged and promoted at St Rita's. Parents are engaged with their child's education at St Rita's in a spirit of partnership. Involvement occurs through assistance in class activities, class excursions and extra-curricular activities. Parents are encouraged to share their expertise from fields of work and professional experience.

Parents are involved in the school through participation in the St Rita's Parent Network and St Rita's Pastoral School Board and by working as volunteers in the school tuckshop, the library, the uniform shop and in classrooms. The Pastoral School Board supports the strategic direction of the school and is a gathering of staff, Parish and parent representatives.

In 2021, the St Rita's Parent Network (SPN) met regularly and sponsored community events including NAPLAN snacks, disco and the whole school Colour Explosion. Whole school events such as Mother's Day and Father's Day celebrations, St Rita's Feast Day, Walk to School Day, Daniel Morecombe Day and end of year Christmas Carols night are some of the community activities promoted and supported by the St Rita's Parent Network (SPN).

A range and variety of communication methods are encouraged including - face to face meetings, emails, phone calls, school newsletter and class newsletters, formal and informal meetings, class blogs and the St Rita's Parent Portal. In 2021, formal Parent Teacher meetings occurred early in Term 1 and then again at the beginning of Term 3. Informal meetings occurred between parents and teacher as frequently as required. Encouragement for participation and partnership is promoted through the weekly school newsletter, Twitter and Facebook.

Planning for the successful engagement of students and families begins with the enrolment process. Through consultation with parents and information gathered from preschools and kindergartens, or previous schools, students' needs are understood and the need for specific adjustments is identified as appropriate. Parents participate annually in Preparatory Orientation days and teacher/parent evenings.

Consultation with parents and caregivers was scheduled regularly through the Personalised Learning Plan (PLP) process and the Alternate Education Provisions time during the COVID 19 pandemic lockdown. During the initial meetings student goals were co-constructed and adjustments for learning areas listed and planned for. Reviews occurred throughout the year both formally and informally and new goals identified. Teachers used the 'Request for Personalised Support' process to follow when they had concerns about the progress of a particular student. This involved liaising with the Student Support Team, Leadership members and parents. Parents of students on Personalised Learning Plans meet regularly to monitor and review the adjustments made to support learning.

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.

Find a school	Search website
Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

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

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

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	40	27
Full-time Equivalents	33.5	15.5

*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	7
Graduate diploma etc.**	5
Bachelor degree	27
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 are as follows:

Professional Development to support Catholic Identity Goal

- Catholic Identity with Alain Pitot, Head of Catholic Identity (charism, culture, mission)
- RE Curriculum with Elizabeth Fort
- What Culture do we want - PFD with Anne McKenny and Paul Thornton (professional practice)
- Working party met to review the Vision and Mission with parent groups and staff consulted on draft statements for feedback throughout the process.
- Education Officers – Religious Education were also consulted on the draft Vision and Mission statement and Alain Pitot, Head of Catholic Identity gave his endorsement of the new statement and change to school logo.

Professional Development to support Learning and Teaching Goal

- Shared and Guided Reading - current practices of teaching and monitoring reading.
- Positive Behaviour 4 Learning training.
- Collaborative Short Term Planning with Primary Learning Leader and year level colleagues
- NCCD training and moderation.
- CPR / First Aid.
- Native Apple / Minecraft Ed – Digital Skills.
- Admin Meeting – WHS, Student Protection, Curriculum Delivery, Native Apple / Minecraft Ed – Digital Skills.
- Data Review and Professional Development days.

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	95.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 81% 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	92.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	87.8%

Average attendance rate per year level			
Prep attendance rate	92.3%	Year 4 attendance rate	91.6%
Year 1 attendance rate	93.7%	Year 5 attendance rate	92.4%
Year 2 attendance rate	93.5%	Year 6 attendance rate	91.6%
Year 3 attendance rate	93.1%		

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

Description of how non-attendance is managed by the school

Attendance Marking

- Attendance must be marked for all students each morning and afternoon by the class teachers.
- The School Secretary (Principal Support) must check this has been done for classes at 9.15am and 2.15pm (not before 1.50pm) daily.
- A phone call must be made to the teacher if the class roll is not marked on time.
- An email must be sent to the teacher for a class roll not marked.
- The Principal must be advised of unmarked and incorrectly marked rolls.
- Incorrectly marked rolls must be corrected by the teacher responsible for the class.

Present Categories

- Students who are:
  - in class must be marked 'Present – In Class'
  - in an alternate learning activity must be marked 'Present – Alternate Learning Activity'
  - with Guidance Counsellors must be marked as 'Present – In-School Appointment'
  - participating in activities (excursion, camps etc.) must be marked by the teacher responsible for the activity
- These attendance categories must not be changed, unless the student is present in class and then the category must be changed to 'Present In Class'
- Students must only be marked as 'Present – Not Required to Attend' upon instruction from School Leadership.

Absent Categories

- Students who are:
  - not in class, and notification has not been received from a parent/legal guardian, must be marked 'Absent – Unexplained'
  - not in class, and notification has been received from a parent/legal guardian, must be marked 'Absent – Explained'
- When marking the roll, if teachers have received written information from the parent/legal guardian regarding a student's absence from school, the teacher must enter the details (including absence category) into a log in eMinerva
- If the parent/legal guardian has informed the office of the absence, the School Secretary (Principal Support) must enter these details into a log in eMinerva
- Class teachers must enter any information regarding future planned absences of students by entering a Notified Absence into e-Minerva
- For any student absent from school without explanation, the school must report to the parent/legal guardian on the day of the absence
- If a student is away for three (3) consecutive days (or earlier if concerned), the class teacher must contact the parent/legal guardian
- If a student has been previously marked 'Present at school', but they are not in class without permission, the teacher must ring the office and advise that the student is not present. Office

personnel must inform Assistant Principals that the student is missing. They must then attempt to locate the student who must be managed under the school's Student Behaviour Support Plan

- Students must only be marked as 'Absent – Not Required to Attend', 'Absent – Truant' or 'Absent – Internal Suspension' upon instruction from school leadership.

Unexplained Absences

- A notification must be sent to the student's parent/legal guardian on the same day once an unexplained absence has been identified. The School Secretary (Principal Support) must follow up any unexplained absences by contacting the student's parent/legal guardian
- If a child protection order is in place, then the Child Safety Officer must be notified, as well as the legal guardian
- Past unexplained absences are indicated by the red Unexplained Absence Alert icon on class rolls. When the class teacher receives written explanation of the absence from the student's legal guardian, they must update the absence category and enter details into eMinerva.

Late Arrivals

- A student is considered to have arrived late any time after 8.45am on a school day • All students arriving late must sign in at the office and must be given a late slip. This slip must be presented to the teacher when arriving in class. If they do not have a late slip, they must be sent to the office to sign in
- If class teachers observe a student has made a habit of arriving late, or is late for three consecutive days, they must contact the student's parent/legal guardian as per this procedure

Early Departures

- A student is considered to have departed early any time before 2.50pm on a school day. The class teacher must sign that they have sighted this note. Only students who have notes signed by their class teacher must be given permission to sign out of the office

SMS Messages Unexplained Absences:

- An SMS message must be sent to the student's parent/legal guardian on the same day once an unexplained absence has been identified
- Late Arrivals and Early Departures: An SMS message must be sent to a student's parent/legal guardian advising of the student who has arrived late or departed early
- Any incorrect messages caused by incorrect roll-marking must be made known to the Principal. The teacher must follow up by telephoning the student's parent/legal guardian.
- Past unexplained absences are indicated by an Unexplained Absence Alert icon on class rolls. When teachers receive written explanation of the absence from the student's Legal Guardians, they must update the absence category in eMinerva and include any details in a log.
- Class Teachers review the unexplained absence icon as part of their duty of care and contact Legal Guardians for follow up as required or where there is concern
- Attendance data is analysed for late attendance, unexplained attendance/excessive absenteeism.
- Concerns are addressed through parent/teacher dialogue and/or direct contact with parents.
- When non-attendance has become a concern and class teachers have had initial consultation with parents, members of the Leadership Team will correspond with parents to arrange a meeting.
- During this meeting goals for attendance are agreed on and monitored and the cycle will continue.

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.

| Search by school name or suburb | School sector ⌄ | School type ⌄ | State ⌄ | 🔍 |

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

View School Profile

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

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

Notes:
1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.