



**Guardian Angels' Catholic  
Primary School, ASHMORE**

# Annual Report 2021

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



**Brisbane  
Catholic  
Education**

teaching • challenging • transforming

# Contact information

<b>School</b>	Guardian Angels' Catholic Primary School
<b>Postal address</b>	PO Box 267, ASHMORE CITY, QLD, 4214
<b>Phone</b>	(07) 5510 0055
<b>Email</b>	pashmore@bne.catholic.edu.au
<b>Web pages</b>	Information about the school can be found at <a href="http://www.gaps.qld.edu.au">www.gaps.qld.edu.au</a> Additional information about Brisbane Catholic Education schools is located on the <a href="#">Brisbane Catholic Education</a> website.
<b>Contact person</b>	Danielle Carter — Principal

## 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.

Guardian Angels Catholic Primary School is located on the Gold Coast in the suburb of Ashmore. Originally established in 1958 in Southport, Guardian Angels moved to its current site in Ashmore in 1986 and in 2021 had 776 students enrolled from Prep through to Year 6. Guardian Angels is a Holy Ground rich in choice and opportunities. It values effort, success and achievement and nurtures talent. It is emotionally and physically safe. Guardian Angels prides itself on offering exceptional facilities including its own 25 metre heated swimming pool, hall, Science Lab, Class Kitchen, Design Technologies Centre, Recording Studio with green screen and performing arts room. Guardian Angels Catholic Primary School is a special learning place for children that teaches them to engage and interact with others in a positive, productive, active, and harmonious way. Children are encouraged to act with empathy, confidence, and a sense of social justice in the community. It is a school where children are given the opportunity to try different things. Much is offered, such as chess, swim training, sport and PE, music, drama, choir membership, as well as a full academic curriculum.

### School progress towards its goals in 2021

#### Goal 1: Promote Catholic perspectives within the context of curriculum planning and pedagogy.

Strategies:	Achievements
To build teacher understanding of the Catholic perspectives in the context of English	<ul style="list-style-type: none"> <li>Religion collaborative members and expertise of EO-RE (Elizabeth Fort) built teacher understanding of Catholic perspectives in English.</li> <li>Teachers have a greater awareness of the themes that underpin each of the four Catholic perspectives in English and how literature can be used to promote these understandings.</li> </ul>
To embed Catholic perspectives in English units	<ul style="list-style-type: none"> <li>Catholic perspectives have been embedded in all English units where appropriate through noting questions and discussion points throughout the unit that relate to the focus perspective.</li> </ul>

**Goal 2a: Develop assessment capable learners to improve Literacy and Numeracy growth for all learners through the use of expected and effective practices.**

Strategies:	Achievements
<p>To develop a common understanding of key elements for an assessment capable learner (ACL) at Guardian Angels</p>	<ul style="list-style-type: none"> <li>• A common definition of ACL was clearly named. We developed key statements to define what a learner is at GA, which is unpinned by the concepts of student voice.</li> <li>• Areas of an assessment capable learner unpacked at Guardians Angels Catholic Primary School.</li> <li>• All teachers use learning intentions within their teaching and learning sequence. They are taken from the Australian Curriculum, are visible and lived (deconstructed and referenced) in every classroom.</li> <li>• We established effective feedback strategies for teacher to student, student to teacher and goal setting.</li> <li>• We developed effective metacognitive strategies that support learners – scaffolds, mnemonics and thinking routines.</li> <li>• Teachers and leadership examined student data to track reading, writing and numeracy progress to plan next steps in teaching/learning.</li> <li>• A consistent and continual moderation process for learning opportunities has begun. This looked at specificity defining AT standard and ABOVE Standard.</li> </ul>

**Goal 2b: Implement effective and expected practices to support literacy**

Strategies:	Achievements
<p>To develop core practices in the use of VCOP to support teaching of writing</p>	<ul style="list-style-type: none"> <li>• A literacy collaborative worked together to create a common definition of Big Write at GA. Literacy Collaborative deepened their knowledge of writing instruction within the Gradual Release of Responsibility framework, explored them in their classrooms, and shared practices with staff via team meetings and whole staff professional learning opportunities.</li> <li>• The staff explored shared and consistent writing practices and developed a collective understanding of ways of working. Big Write (or independent writing) relaunched across the whole school with a focus on engaging students in exciting and explicit writing rituals and opportunities building a positive school writing culture.</li> <li>• Professional learning opportunities developed staff awareness of the role Big Write plays in closing the learning loop, providing the data to inform goal setting for the next cycle of writing.</li> <li>• Students in Year 3 and Year 5 have used their writing goals to develop specific 'Glows and Grows'.</li> <li>• Staff developed planning documents embedding VCOP strategies and Big Write to explicitly teach concepts.</li> <li>• Writing samples from P-6 have been moderated and displayed to show AT and ABOVE standard examples.</li> </ul>
<p>To develop understanding and use of Expected and Effective practices and to support key literacy practices</p>	<ul style="list-style-type: none"> <li>• Whole staff engaged in professional learning revising 'Effective and Expected Practices' in Literacy. Staff reflected and evaluated their understanding and use of the named key literacy practices. After this personal audit, staff committed to sharpening their focus on Effective and Expected practices.</li> <li>• All staff understand the use of the Australian Curriculum to set Learning Intentions.</li> <li>• Early Years teachers have engaged in professional learning to revise and refocus the importance of guided reading as an instructional practice.</li> </ul>

Strategies:	Achievements
	<ul style="list-style-type: none"> <li>The Primary Learning Leader has completed rounds of 4Cs (Co-plan, Co-teach, Co-debrief and Co-reflect) with teachers in Prep to Year 4 targeting explicit modelling of shared, modelled and guided reading and writing practices.</li> <li>Our 2021 Prep students have had a quicker uptake in achievement in monitoring tools – concepts about print and sound-letter knowledge and are all reading at a level 1 or above.</li> </ul>

**Goal 2c: Demonstrate knowledge and understanding of the concepts, content and teaching strategies for Numeracy.**

Strategies:	Achievements
To develop key beliefs about numeracy.	<ul style="list-style-type: none"> <li>A numeracy collaborative has developed 'GA Beliefs about Mathematics' with the whole staff, agreed upon the elements and begun unpacking each belief to embed deeper understanding.</li> <li>A Numeracy Support teacher has been engaged to work in step with teachers supporting their transition from agreed upon beliefs to lived practice.</li> <li>Teachers have engaged in 'fishbowl' sessions and used these to stimulate areas of focus in their work with the Numeracy Support teacher as we develop common ways of working and language across whole school.</li> <li>GA has partnered with BCE numeracy team to build our pedagogy and professional learning opportunities.</li> <li>The numeracy collaborative researched and promoted the use of real life, creative, hands-on, differentiated opportunities to develop conceptual understanding, mathematical fluency and positive mindsets about mathematics.</li> <li>Numeracy Support teacher and PLL have been assisting staff in developing targeted, workable mathematics planning documents. There has been a significant improvement in our mathematics data in 2021.</li> </ul>

**Goal 3: Live a collective and cohesive professional learning culture at Guardian Angels.**

Strategies:	Achievements
Named practices for all staff	<ul style="list-style-type: none"> <li>The implementation of named non-negotiables as an expectation for each teacher at GA to be using was evident. We linked these in learning and play, and explicitly/consistently use: <ul style="list-style-type: none"> <li>WALK</li> <li>Qualities of Angels</li> <li>Learning Intentions</li> <li>GA Learning Powers</li> <li>Gradual Release of Responsibility</li> </ul> </li> <li>Staff professional development goals were aligned and to school priorities and collaborative focuses.</li> </ul>
Establish teams to lead key focus areas within the school	<ul style="list-style-type: none"> <li>There was development of collaborative teaching teams that led, created and implemented key areas initiatives (IT, Behaviour, Literacy, Catholic Perspectives and Numeracy)</li> </ul>
Build staff capacity with curriculum	<ul style="list-style-type: none"> <li>Establish key areas in curriculum planning and developed a cohesive plan for implementation in 2022. Key compliance elements were revised.</li> </ul>

Strategies:	Achievements
requirements in Year Level planning	

**Goal 4: Clearly communicates expectations of all students to learn successfully and promote high expectations for student attendance, engagement and outcomes with the community**

Strategies:	Achievements
To develop consistent language and processes across the school that promote a clear and consistent approach for behaviour management.	<ul style="list-style-type: none"> <li>Developed our WALK the GA Way to promote engagement with positive behaviours, manage behaviour throughout the school and having a common language when dealing with minor and major behaviours.</li> <li>A clear and consistent behaviour plan has been developed collaboratively with staff and students.</li> </ul>
Develop strategies to promote the school and important expectations of students.	<ul style="list-style-type: none"> <li>Analysis of attendance data and development of strategies to increase awareness of the importance of attendance and begin implementing some strategies. These were discussed in year level review meetings.</li> <li>Promotion of attendance within communication channels (parent nights, social media, newsletter).</li> <li>We implemented a targeted and consistent social media presence that highlight learning, key messages and events.</li> </ul>

**Data Targets in English**

	2021 Targets	2021 Achievements
P – 2: Reading PM Benchmark	<p>By the end of 2021, there will be:</p> <ul style="list-style-type: none"> <li>95% of Prep students (5 or above)</li> <li>95% of Year 1 students (14 or above)</li> <li>95% of Year 2 students (22 or above)</li> </ul> <p>who have demonstrated targeted achievement in PM Benchmark.</p>	<p>94.2% of Prep students in 2021 reached a level 5 benchmark or above.</p> <p>82.3% of Year One students in 2021 reached a level 14 benchmark or above.</p> <p>89.8% of Year 2 students in 2021 reached a level 22 benchmark or above.</p>
3 – 6: Writing analysis	<p>By the end of 2022, there will be greater than 95% of students in Year 3 – Year 6 who have reached the Writing Analysis target 20-24.</p>	<p>92.9% of Year Three students in 2021 reached the Writing Analysis target 20-24.</p> <p>100% of Year Four students in 2021 reached the Writing Analysis target 20-24.</p> <p>92.4% of Year Five students in 2021 reached the Writing Analysis target 20-24.</p> <p>88.7% of Year Six students in 2021 reached the Writing Analysis target 200-24.</p>

Our results at in NAPLAN reflect that our students are above state and national averages in all areas of reading, writing and numeracy. Our PAT results in reading and mathematics continue to progress, yielding above expected progress in the majority of our cohorts.

## Future outlook

### 2022 Targets in English

Growing the engagement, progress and achievement of each student in literacy, with a focus on reading and writing. We begin our emerging priority on numeracy.

SMART Goals: Reading		
P - 2	PM Benchmark	<p>By the end of 2022, there will be:</p> <ul style="list-style-type: none"><li>• 95% of Prep students (5 or above)</li><li>• 95% of Year 1 students (14 or above)</li><li>• 95% of Year 2 students (22 or above)</li></ul> <p>who have demonstrated targeted achievement in PM Benchmark, achieved through explicit teaching and data cycles focused on the Effective and Expected Practices.</p>
SMART Goal: Writing Year 3-6		
Year 3-6		<p>By the end of 2022, there will be greater than 95% of students in Year 3-Year 6 who have reached the Writing Analysis target 20-24 through explicit teaching and data cycles focused on the Effective and Expected Practices.</p>

## School Goals 2022



# Guardian Angels Primary School , Ashmore Annual Plan 2022



### Vision

Guardian Angels is a vibrant educational community grounded in the person and mission of Jesus and his call to flourish. We are committed to cultivating the gifts and potential of each person, entrusting them to shape and enrich our world...Rich in Fruitful Outcomes.

### Mission

We strive to be a faith community, inspired by story and gospel values...Rich in Spirit.  
We strive to be a connected community, fostering a sense of welcome and belonging...Rich in Relationships.  
We strive to be a learning community, challenging and empowering each person...Rich in Knowing.

### Values

Spirit

Relationships

Knowing

## Priorities

### Catholic Identity

**Goal**—Deepen, refine and live our Mercy traditions.

#### Strategies –

- Build “Our Story” which names and links key Mercy Traditions for year levels to explicitly teach. There are clear connections curriculum concepts for each year level.
- Review and refine Quality of Angels to link to key initiatives and direction in the school for connectedness
- Review and refine resourcing and visual round the school and in classrooms

#### Success measures

- Our Story document and resources
- Student and the community voice gathered for articulation of key elements within year levels

### Learning and Teaching

**Goal** – Deepen Assessment Capable Learners at Guardian Angels with GA’s evidence-based practices

#### Strategies –

- Continue to unpack evidence-based practices at GA
- Effective assessments investigated and researched based practices implemented to support maximum progress
- Develop teachers data literacy capacity in interpreting and analysing student achievement data to better respond to the learning needs of all students (PAT data, monitoring tools, NAPLAN, SRS, Student Voice)
- Continue to develop our Assessment Capable learner data map in preparation for key standardised testing
- Moderation practices refined and developed to ensure consistency in assessing and reporting with a focus on At and Above opportunities
- Engage with professional colleague to unpack consistent and cohesive researched based practices to develop readers and writer at GA.
- Connection with parents on reading and writing practices at GA

#### Success measures

- Student Progress Data
- Assessment evidence and specifically aligned with AC
- Moderation Samples with specific evidence for AT and ABOVE learning opportunities

### Wellbeing

**Goal** – Implementation of our Behaviour Support Plan to maximise learning opportunities.

#### Strategies –

- A common understanding of GA new Behaviour Support Plan that clearly unpacks universal, minor and major behaviours.
- Attendance strategy to increase attendance and outline clear processes for attendance/non-attendance
- Gather student data on wellbeing and use to support learning, key focus within the school

#### Success measures –

- Staff and students can talk about Guardian Angels’ behaviour support processes.
- Data will be used interactively and teachers can talk about their students.
- Tracking year levels for attendance rates.
- Alignment of student support practices with learning and teaching processes



# Our school at a glance

## School profile

Guardian Angels Catholic 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	776	373	403	13

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

The student body is made up of children from diverse cultural backgrounds such as the Philippines, Malaysia, Korea, Japan, England, Italy, Croatia, Spain, South America as well as families from Syria. Most of the students live in the local parish and geographical area. Students would typically transition to Aquinas College at Ashmore or Southport State High School at the end of Year 6. Our enrolments remain stable throughout the primary years. The school uses a 'Buddy System' throughout the school to assist younger students.

## Curriculum implementation

### Curriculum overview

Guardian Angels, as a Catholic Christian community, educates all to live the gospel of Jesus Christ as successful, creative, and confident, active, and informed learners empowered to enrich and shape our world. At Guardian Angels we follow the Australian Curriculum and the Brisbane Catholic Education Religious Education Curriculum.

Below is the structure and indicative hours per week students receive within learning areas. These are flexible as learning opportunities could be planned for in intensive blocks to promote a connected and/or use a multidisciplinary approach for deeper understanding of the concepts – this could be offered in HASS, Science, Digital Technologies, Health, The Arts. We have a wide range of specialist teachers who offer depth of knowledge and skill in these areas. There is also opportunity to have specialist areas incorporated within the classroom learning to promote deeper conceptual understanding and/or meet curriculum time compliance.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion	2 ½ hrs	2 ½ hrs	2 ½ hrs	2 ½ hrs	2 ½ hrs	2 ½ hrs	2 ½ hrs
English	7 ½ hrs	7 ½ hrs	7 ½ hrs	5 ½ hrs	5 ½ hrs	5 hrs	5 hrs
Mathematics	4 ½ hrs	4 ½ hrs	4 ½ hrs	4 ½ hrs	4 ½ hrs	4 hrs	4 hrs
Science	1 hr	1 hr	1 hr	1 ½ hrs	1 ½ hrs	1 ½ hrs	1 ½ hrs
HASS	1 hr	1 hr	1 hr	2 ½ hrs	2 ½ hrs	3 hrs	3 hrs
Health	30 mins	30 mins	30 mins	30 mins	30 mins	30 mins	30 mins



## Specialist Areas

### Physical Education

At GA all students attend physical education lessons each week. P-1 attend Gross Motor classes offer by a specialist teacher.

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 ½ hrs	1 ½ hrs	1 hr	1 hr	2 ¼ hrs	2 ¼ hrs	2 ¼ hrs

### Japanese

is the language offered at Guardian Angels.

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
25 mins	25 mins	25 mins	25 mins	25 mins	50 mins	50 mins

### The Arts

QA offers Visual Art, Performing Arts (Drama, Media, Dance) and Music.

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1hr 5 mins	1hr 5 mins	1hr 5 mins	1hr 40 mins	1hr 35 mins	1hr 35 mins	1hr 35 mins

### Design and Digital Technology

Please note that the specialist DT teacher covers 30 minutes per year level and some linked opportunities are required within classroom. The specialist teacher liaises with year levels to share area coverage.

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
30 mins	30 mins	45 mins	1 hr	1 hr	1 hr 30 mins	1 hr 30 mins

Guardian Angels staff members attend regular professional development in current educational theory and practice. Students will be involved in a variety of opportunities that reflect best practice in a safe and enjoyable learning environment where students are encouraged to take risks, ask questions, collaborate, and create as members of the Guardian Angels school community.

Our school values every child as a learner. We acknowledge that learners learn in different ways, in different settings and at different rates. Learning is most effective when it involves active partnerships with parents and carers, peers, teachers, school, and community members.

### Extra-curricular activities

Guardian Angels prides itself on being a place where each child is able to become involved in a wide variety of educational pursuits. Interested staff and parents ensure that cultural and academic as well as sporting activities are available to all pupils. Activities offered are:

- Art Classes
- Choir
- Chess
- Dance and Drama
- Guitar Lessons
- Swim Coaching
- Tennis Lessons
- Sport
- Martial Arts
- Netball
- Football – various codes.

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

The school introduced a 1 to 1 iPad program from Year 3-6 and in Year 1. The children in Prep and Year 2 have access to class sets of iPads/laptops. Teachers have been in-serviced on the General Capabilities Information Technologies Continuum and the need to embed the use of technology throughout their planning and daily classroom practice.

## Social climate

### Overview

The school has several pastoral care programs – the Buddy System is used with the Year 4, Year 5 and Year 6 students partnering with the Year 2, Prep and Year 1 students respectfully to spend time doing activities in classrooms and in the playground. Peer Mediators from Year 6 have a regular roster to assist younger students in the playground and before school. There is full time Guidance Counsellor working with students and their families in dealing with a range of areas from anxiety to anti-bullying strategies. There are quiet spaces that children can access during play times, including the Rainbow Room. The classroom teachers incorporate the Daniel Morecombe program in classes and have explored a variety of school-based programs such as Friendly Schools Plus and 'Play Is The Way'.

### Parent, student and staff satisfaction

The tables below show selected items from the Parent/Carer, 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	98.0%
School staff demonstrate the school's Catholic Christian values	97.3%
Teachers at this school have high expectations for my child	92.8%
Staff at this school care about my child	96.8%
I can talk to my child's teachers about my concerns	94.8%
Teachers at this school encourage me to take an active role in my child's education	88.3%
My child feels safe at this school	97.4%
The facilities at this school support my child's educational needs	94.8%
This school looks for ways to improve	91.9%
I am happy my child is at this school	95.3%

## BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree <sup>#</sup> that:	2020
My school helps me develop my relationship with God	91.4%
I enjoy learning at my school	96.4%
Teachers expect me to work to the best of my ability in all my learning	99.6%
Feedback from my teacher helps me learn	93.8%
Teachers at my school treat me fairly	94.5%
If I was unhappy about something at school I would talk to a school leader or teacher about it	81.8%
I feel safe at school	93.4%
I am happy to be at my school	91.7%

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2020
Working at this school helps me to have a deeper understanding of faith	92.5%
School staff demonstrate this school's Catholic Christian values	94.4%
This school acts on staff feedback	84.9%
This school looks for ways to improve	92.5%
I am recognised for my efforts at work	79.6%
In general students at this school respect staff members	92.5%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	98.1%

<sup>#</sup> '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. Communication is promoted through the Parent Portal where parents can access weekly newsletters, policies and forms and receive latest messages concerning the school. Teacher/Parent communication is provided through email on a weekly basis, Parent/Teacher interviews are formally held at the beginning of the year to discuss the needs of parents regarding their child and mid-year to discuss academic progress. Student Support Team Meetings that include parents are conducted twice a year for students with special needs to set goals and review each child's progress accessing the curriculum. In 2021 due to the restrictions with Covid-19 requirements parents assisting within classrooms, prayer and social functions did not occur.

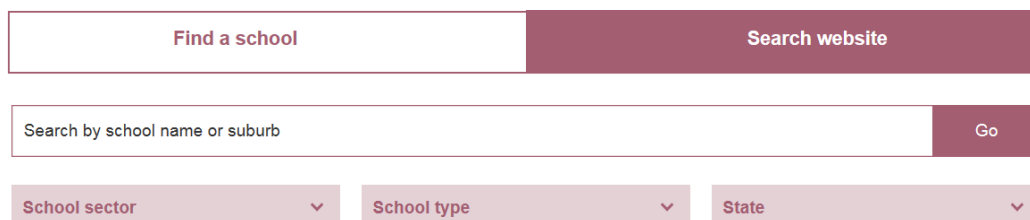
## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardised 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	54	32
Full-time Equivalents	46.3	21.4

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Guardian Angels Catholic Primary School has 30 classroom teachers (covering 28 classes), 7 specialist teachers and 4 leadership members.

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	12
Graduate diploma etc.**	11
Bachelor degree	27
Diploma	4
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 delivered via full PD days or staff meetings are as follows:

- Mercy Traditions
- School Priorities – review and directions from External Review – Assessment Capable Learners, Cohesive and Collective Professional Community
- Writing

Twilights (3PM – 6PM):

- Curriculum Planning
- First Aid

Weekly Staff Meetings:

- Assessment Capable Learner – Learning Intentions, Metacognitive Strategies, Feedback, Data
- Data Review Cycles
- Mandatory Training
- Class Placements
- Classroom Walk and Talks
- Wellbeing
- English
- Religion
- Collaborative Teams work

The proportion of the teaching staff involved in professional development activities during 2021 was **100%** of teachers – professional development opportunities through staff meetings and PD days are mandatory for our teaching staff.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.0%

### 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 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-Year 6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	83.8%

Average attendance rate per year level			
Prep attendance rate	93.8%	Year 4 attendance rate	94.1%
Year 1 attendance rate	93.6%	Year 5 attendance rate	92.7%
Year 2 attendance rate	92.9%	Year 6 attendance rate	93.3%
Year 3 attendance rate	93.7%		

\*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

Roll marking is done by teachers twice each day – before 9am and then again at 12noon. The parents/carers of students who have any unexplained absences are contacted by the school office. Parents/carers are contacted by the school if students are absent from school for prolonged periods of time. Children who arrive late must report to the office for a late slip to take to their teacher. Any children who are being collected early from the school are checked out through the office.

## 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

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

A screenshot of the search bar on the My School website. It features a search input field on the left with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned at the far right of the search bar.

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

[View School Profile](#)

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

A screenshot of the navigation menu for a school profile on the My School website. The menu is a dark red horizontal bar with several items: "School profile", "NAPLAN" (which is highlighted with a white background and a small downward arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "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.