Good Samaritan Catholic College, BLI BLI

Annual Report 2021

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

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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.

Good Samaritan Catholic College is a Prep to Year 12 College located at Bli Bli on the Sunshine Coast. The College opened in 2019 and is steadily growing towards full enrolment. The first seniors will graduate from the College in 2024. As part of Brisbane Catholic Education, our co-educational College aims to be a welcoming and supportive community of people who respect ourselves, each other and the environment. Our School provides a place to assist all students to excel to the best of their ability in all areas, contribute to the community and lead the way in our changing society.

The College's motto "Journey with Compassion" is lived every day in the lives of our students, staff and community. We are a place of learning where confident, self-directed and focussed students thrive in a supportive environment, working towards a positive and hope-filled future.

School progress towards its goals in 2021

Priority: Catholic Identity

Goal: Ensure the College Catholic Identity is visible, expressed and celebrated throughout the community.

Strategies:
- Build staff capacity in understanding recontextualisation and dialogic classrooms.
- Develop meaningful contemporary celebrations for and with the community

Key Actions and Success Measures:
- Engage staff in professional learning understanding recontextualisation in depth and examining dialogic classrooms in action.
- Mentor staff in embedding Catholic perspectives in planning and elaborating them in the classroom.
- Engage community in understanding Benedictine iconography in the context of the College and local area.
- Create and incorporate diverse levels of faith exploration including Parish Mass at the College.

Review:

KA1: In term 2, we held a staff twilight based on recontextualisation. This was embedded in RE planning across the college. In 2022, we will analyse the embeddedness of dialogic classrooms.

KA2: APRE / PLL regularly planning with teachers to support staff in embedding CP in planning. PD provided to all staff in staff meeting focused on CP. Higher level PD for PLL and APRE. Ensure CP column is very visible in planning. Teachers from other subject areas attending CP professional learning.

KA3: Work to be done here in 2022.

KA4: Monthly College Mass has commenced at the College. Discussions with PP concerning expansion of Mass in community - some current space and time difficulty. Parish sacramental program supported and celebrated. Joint Parish Schools to be implemented in 2022.

Priority: Learning and Teaching

Goal: Every student invests deeply in their learning, demonstrating literacy improvement above the expected effect size.

Strategies:
- Build staff capacity in explicit teaching of writing, teacher clarity (learning intentions practices, developing and implementing success criteria progressions from achievement standards).
- Build capacity in understanding learning data and targeted classroom responses.

Key Actions and Success Measures:
- Assessment Capable Learners strategies developed and implemented
- Improved NAPLAN Literacy performance
- Planning processes to ensure / embed alignment to the Australian Curriculum and implement effective practice grounded in Achievement Standards.

Review:

KA1: Successful pre-NAPLAN ACL strategies implemented. The sustainability of these practices post NAPLAN needs examination.

KA2: Yes indeed. Are our 2022 learners ready? What must we do early T1 2022 to prepare? The workshopping, data analysis and effective feedback practices seem to have been responsible for gain in Year 9.

KA3: Australian Curriculum planning has improved markedly. We need to work more strategically in 2022 to ensure effective classroom practice and to work with AC Achievement Standards. Our use of data and teacher feedback processes need to be more formalised.

G1: Every student and staff member invest deeply in learning progress

Priority: Wellbeing

Goal: Every staff member and student invest in safe and supportive practices that nurture wellbeing and the common good.

Strategies:
- Solidify Positive Behaviour for Learning approaches with new and exisiting staff.
- Develop the system of responsive supports for students and staff.

Key Actions and Success Measures:
- Track the engaged behaviours of students, identify trends and respond to identified needs.
- Mentor staff in consistent responses and expectations concerning engagement in learning including use of the Engage database.
- Implement targeted student and family supports to promote engagement and attendance.

Review:

KA1: The College has tracked the engaged behaviours of students well through consistent use of Engage. For targeted students (particularly those with identified needs) the response has been comprehensive. Can we better examine trends broadly across the College and respond accordingly? Are we responding to the needs of non-targeted student effectively?

KA2: Multiple PD opportunities have been provided for staff effective use of the Engage database, monitoring behaviour and responding. Generally staff response has been positive. Continue this growth in 2022.

KA3: For targeted students and families, there has been highly successful support offered and where families engage, provided. The nature of partnership requires College and family partnership and this has sometimes resulted in students leaving. There are opportunities to better manage lower level attendance issues. There are imperatives to better manage the wellbeing of staff and build capacity in staff (including School Officers) to manage wellbeing of our community.

Student Support

Priority: Diversity and Inclusion

Goal: High quality learning outcomes for all students.

Strategies:
- Ensure high quality differentiation practices are embedded in the ongoing planning and work of all teachers.
- Ensure data identified strategic supports are employed for all students.
- Ensure whole College recognition and celebration of diversity.

Key Actions and Success Measures:
- Whole College inclusive education practices that plan for and provide a continuum of student supports identified by data and effective practice.
- Clear, defined and ongoing whole College practices recognising and celebrating the diversity of our College and community.

Review:

KA1: The IE team, Pastoral team and L & T team (with the CLT) have developed and implemented a continuum of supports that is informed by data and enacted with effective practice. There is an imperative to utilise ISA money to enact our RAP plan in 2022.

KA2: The processes implemented to recognise First Nations people at all College ceremonies have been highly successful. Good Samaritan students have led our College acknowledgement practices in the broader community on multiple occasions. There is an imperative in 2022 to develop and implement a Reconciliation Action Plan. Exploration of the meanings of College house symbols in 2022 is a priority.

G1: CCP work must recognise indigenous perspectives.

Future outlook

College Goals and priorities for 2022 focus on:

Catholic Identity

Goal: Implementation of the ECSI Report and re-establishment of the Catholic Identity Committee.

Strategies: Re-establish College Catholic Identity team, discern priorities and implement actions from the ECSI report.

Key Actions and Success Measures:

- Identify key staff for Catholic Identity Team and discern priorities and action
- Develop a timeline for implementation and review
- Interpret ECSI, BI and other appropriate data to inform action
- Provide appropriate staff formation
- Engage student and community voice.

Learning and Teaching

Goal: Embed collaborative Australian Curriculum teaching and moderation practices responding to student data.

Strategies: Senior and Learning Leaders enact collaborative teams to ensure responsive and engaging teaching from the Australian Curriculum in every classroom.

Key Actions and Success Measures:

- Establish agreed ways of working and implement plans within teams
- Develop feedback structures in response to effective teaching practice, including explicit instruction practices, across the College to provide effective and efficient teaching
- Enhance teacher data literacy to respond effectively to their learners
- Explore opportunities to further extend high achieving learners
- Teacher moderation of diagnostic, formative and summative assessment
- Prioritise the embedding of Catholic Perspectives as a core CCP in planning and ensure all CCPs are evident in documentation.

Wellbeing

Goal: Enhance and embed College wide PB4L strategies and practices

Strategies: Expand the Pastoral Team to be representative of the College P-12 structure and develop staff capacity with the PB4L framework.

Key Actions and Success Measures:

- Review and revisit the PB4L framework
- Clarify tiered support practices and associated responsibilities
- Provide targetted professional learning for all staff including online and face-to-face opportunities
- Review and respond to actual student engage and other data
- Engage staff and student voice in review of PATH matrix
- Engage P-6 teachers in the Tier 1 Universal Supports team to guide leadership of PB4L culture.

Staff

Goal: Build leadership capacity of all staff to enhance student learning.

Strategies: Engage BCE Senior Advisor and key leadership mentors to develop the skills of effective leadership of teams.

Key Actions and Success Measures:

- Provide intensive coaching and mentoring of leaders through a strategic and planned program
- Develop strategies for leaders to implement agreed collaborative process within teams to respond to need and to differentiate practice
- Reflect and refine practice through the provision of feedback and interpretation of data
- Develop a shared and owned culture of stewardship of the College that adds to a legacy of practices and norms.

Diversity and Inclusion

Goal: Develop and implement College Reconciliation Action Plan.

Strategies: Establish a Reconciliation Action Plan (RAP) steering committee to consult on all matters and provide guidance in the development of the RAP.

Key Actions and Success Measures:

- Identify and invite participation of staff and community representatives for the RAP committee
- Establish ways of working and protocols for the RAP team
- Become familiar with the BCE Diversity and Inclusion strategy
- Acknowledge prior College actions and engagement with first nation's people
- Consult widely with the College staff, students and local community to develop the RAP
- Publish the RAP

Organisational Efficiency

Goal: Complete stage 3 of College building program.

Strategies: Ensure building program and staffing practices are completed within budgets and timeframes. Formalise partnership arrangements with community and business.

Key Actions and Success Measures:

- Ensure classroom design, fittings and furniture enhance the learning environment and achievement of students
- Monitor budget limitations to ensure sustainability
- Strategically employ appropriate staff to continue College development, especially in senior years
- Further partnerships that enhance opportunities for students and the College community that meet needs, build pathways for success and build College culture.

Our school at a glance

School profile

Good Samaritan Catholic College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021:   Prep to 12

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	626	304	322	14

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

Students at Good Samaritan Catholic College comes from a diverse socio-economic background. Approximately 50% of students identify as Catholic with the remaining cohort identifying as other Christian denominations, other religious backgrounds or no religion. All families indicate strong support for the Catholic Identity of the College. Most students come from an Anglo-Saxon background though there are a number of different ethnic groups represented in the College. There are a small but significant number of students who identified as Indigenous. The College has a higher than average number of students on the NCCD register, with almost 20% of the student population identified. Almost all students live in the local area and the parents are very supportive of the College. Enrolment demand is very high and extensive waiting lists are established for most Year levels.

Curriculum implementation

Curriculum overview

Good Samaritan Catholic College provide students learning through responsive teaching, allowing learning opportunity beyond the Australian Curriculum entitlement. The College recognises students' developmental growth, transitioning from early years learning, through middle years and senior years, providing a basis for lifelong learning beyond the College.

Early Years Learning

Prep – Year 1

Students in Prep and Year 1 work on a fortnightly timetable and engage with their core teachers for the majority of their learning. In Science, HPE, Music and ICT, students engage with specialist teachers, making full use of the resources and facilities of the College. For one 3-hour session per fortnight, students engage in rotational learning where they explore a variety of diverse learning opportunities (explained below).

Core Learning

	Religion	English	Mathematics	Science	HASS
Prep	5 hrs	15 hrs	9 hrs	2 hrs	2 hrs
Year 1	5 hrs	15 hrs	9 hrs	2 hrs	2 hrs
	Health	**PE**	**Technology**	**Arts**	**Music**
Prep	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs
Year 1	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs

Rotational Learning

	PMP	Chinese	Dance	Social Skills	Literacy	STEM
Prep	30 min	30 min	30 min	30 min	30 min	30 min
Year 1	30 min	30 min	30 min	30 min	30 min	30 min

Year 2 – Year 4

Students in Year 2, Year 3 and Year 4 work on a fortnightly timetable and engage with their core teachers for the majority of their learning. In Science, HPE, Music and Chinese, students engage with specialist teachers, making full use of the resources and facilities of the College. For one 3-hour session per fortnight, students engage in rotational learning, often again with specialist teachers, where they explore a variety of diverse learning opportunities (explained below).

Core Learning

	Religion	English	Mathematics	Science	HASS
Year 2	5 hrs	15 hrs	9 hrs	2 hrs	2 hrs
Year 3	5 hrs	11 hrs	9 hrs	3 hrs	5 hrs
Year 4	5 hrs	11 hrs	9 hrs	3 hrs	5 hrs
	Health	**PE**	**Chinese**	**Arts**	**Music**
Year 2	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs
Year 3	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs
Year 4	2 hrs	2 hrs	2 hrs	2 hrs	2 hrs

Rotational Learning

	Coding	ITD	Dance/ Drama	Social Skills	Literacy/ Numeracy	Sport
Year 2	30 min	30 min	30 min	30 min	30 min	30 min
Year 3	30 min	30 min	30 min	30 min	30 min	30 min
Year 4	30 min	30 min	30 min	30 min	30 min	30 min

Middle Years Learning

Year 5 – Year 6

Students in Year 5 and Year 6 work on a fortnightly timetable and engage with their core teachers for much of their learning. In Science, HPE, The Arts (Visual Art / Media / Dance / Drama), Technology (Design Technology / Food Technology / Digital Technologies) and Chinese, students engage with specialist teachers, making full use of the resources and facilities of the College. Being the first years of middle years, the students work in a more structured timetable of learning and engage with a wider variety of teachers.

	Religion	English	Mathematics	Science	HASS	Design Tech
Year 5	5 hrs	11 hrs	9 hrs	3 hrs	6 hrs	3 hrs

	Health	PE	Chinese	Arts	DIGITEC	
Year 5	1 hr	3 hrs	2 hrs	3 hrs	3 hrs	

Year 5 students rotate through Design Technology Materials, Food Technology and Graphics in their Design Technology lessons, engaging project-based learning in these fields. They also rotate through Dance, Visual Arts and Media studies in a similar project-based format in their learning of The Arts.

Year 7 – Year 8

Core Learning

Students in Year 7 and Year 8 work on a fortnightly timetable and engage with a core teacher for multiple subjects. Their core and PC teacher acts as a 'learning advocate' for the students in their core class. In the middle years, students work in a structured timetable of learning and engage with a wider variety of teachers.

	Religion	English	Mathematics	Science	Humanities	Health/ PE	Chinese
Year 7	5 hrs	8 hrs	7 hrs	6 hrs	6 hrs	4 hr	4 hrs
Year 8	5 hrs	8 hrs	7 hrs	6 hrs	6 hrs	4 hr	4 hrs

Rotational Learning

Year 7 students rotate through Design Technology Materials, Food Technology Design Technology lessons, engaging project-based learning in these fields. They also rotate through Dance, Visual Arts and Music studies in a similar project-based format in their learning of The Arts. Each rotation lasts for 8 weeks with students engaging in two 3-hour blocks per fortnight in their rotation.

	DTMAT	DTFS	Music	Visual Arts	Dance
Year 7	6 hrs	6 hrs	6 hrs	6 hrs	6 hrs

* Each rotation in a subject is 8 weeks in duration

Year 8 students rotate through Design Technology Materials, ICT and Robotics Technology lessons, engaging project-based learning in these fields. They also rotate through Media, and Drama studies in a similar project-based format in their learning of The Arts. Each rotation lasts for 10 weeks with students engaging in two 3-hour blocks per fortnight in their rotation.

	DTMAT	ICT / Robotics	Media	Drama
Year 7	6 hrs	6 hrs	6 hrs	6 hrs

* Each rotation in a subject is 10 weeks in duration

Year 9

Students in Year 9 work on a fortnightly timetable and engage with a core teacher for some subjects. Their core and PC teacher acts as a 'learning advocate' for the students in their core class. In the middle years, students work in a structured timetable of learning and engage with a wider variety of teachers.

Year 9 students engage in elective subject choices alongside their core learning, providing them the opportunity to explore courses derived from the Australian Curriculum, deepening their engagement in diverse areas and beginning the process of ascertaining their future learning pathway.

Core Learning Structure

	Religion	English	Mathematics	Science	Humanities	Health/ PE	Chinese
Year 9	5 hrs	8 hrs	7 hrs	6 hrs	6 hrs	6 hr	4 hrs

* HPE Learning and Humanities learning for one semester only, supplemented by elective choices

Elective Learning

Elective courses are conducted for one semester. Students study three chosen courses per semester, with each course occurring four hours per fortnight. Given the developmental needs of students at this stage, they must not yet 'specialise' in one field but select courses across diverse fields.

Extra-curricular activities

The College presents students with an array of extra-curricular opportunities that lead from the core learning curriculum and allow students to extend and specialise in multiple areas.

In sport, the College has developed a burgeoning Netball club, a Football (soccer) academy, rugby union and rugby league teams that compete in local and regional competitions, a Golf academy, the College Running club. Students also compete for the College in Equestrian, Surf Lifesaving and in district Swimming, Cross-Country and Athletics. Numerous students have represented Nambour District and North District in a variety of sports. In Years 7-9, the College competes in the North District Interschool Sport competition. The College has formed strong working relationships with Noosa Football Club, Maroochy River Golf Club, Marcoola Surf Club, Bli Bli Athletics Club and Jetts Gym Bli Bli. As the College continues to grow, the sporting opportunities and relationships with excellent sporting organisations will also continue to grow.

In the arts, the College has developed numerous Dance troupes and ensembles across the different Dance disciplines. The College has an extensive instrumental music program engaging vocals and a diverse range of instruments led by expert professional tutors. The College also has developed rock bands and other Music ensembles that allow students to pursue excellence in their field. In Visual Art the College has implemented the 'Open Art' opportunity where, guided by our professional artist, students are provided the opportunity to explore techniques and develop their talents.

Linking to the academic sphere, the College regularly participates in Reader's Cup, Voices on the Coast, STEM and Robotics challenges and Writing challenges and competitions.

How information and communication technologies are used to assist learning

Across the years of learning the College provides constant opportunity for students to engage with ICTs. ICT learning is embedded across all learning areas with students in Prep to Year 9 engaging with iPads in their learning. All staff receive extensive and ongoing training in providing powerful learning opportunities for students making use of ICT. Students also engage in specific ICT, STEM, Technologies and Robotics learning in their academic learning at the College.

Social climate

Overview

Across all areas of the College, the Positive Behaviour for Learning approach is embedded in all that we do to ensure students engage fully in their academic, social, wellbeing and formational learning. The College has a tiered approach to providing all students with support to guide their development. All staff receive extensive and ongoing training in Positive Behaviour for Learning approaches, with the

College consistently making use of data to ensure responsiveness to all engagement and wellbeing issues that emerge.

The College is highly active in ensuring students learn and engage fully with anti-bullying approaches and supports to uphold student wellbeing. Pastoral Care and support is highly valued at the College with all staff engaging in approaches to guide the holistic development of each student.

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	100.0%
School staff demonstrate the school's Catholic Christian values	97.9%
Teachers at this school have high expectations for my child	93.0%
Staff at this school care about my child	98.0%
I can talk to my child's teachers about my concerns	92.1%
Teachers at this school encourage me to take an active role in my child's education	92.1%
My child feels safe at this school	99.0%
The facilities at this school support my child's educational needs	96.0%
This school looks for ways to improve	96.9%
I am happy my child is at this school	98.0%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	**2020**
My school helps me develop my relationship with God	86.2%
I enjoy learning at my school	90.8%
Teachers expect me to work to the best of my ability in all my learning	98.5%
Feedback from my teacher helps me learn	97.9%
Teachers at my school treat me fairly	91.3%
If I was unhappy about something at school I would talk to a school leader or teacher about it	71.8%
I feel safe at school	91.8%
I am happy to be at my school	87.2%

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	94.7%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	97.4%
This school looks for ways to improve	97.3%
I am recognised for my efforts at work	97.4%
In general students at this school respect staff members	92.1%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	97.4%

# '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

The College engages families deeply in the learning process for students, striving to form an authentic learning partnership with students, parents and caregivers. There are numerous mechanisms the College engages to strengthen this learning partnership:

- In normal operating times, students lead learning celebrations where families are invited to come to the College and engage with the work of their student, posing important questions and seeking student direction about next learning. Parents are then invited to view the work of other students and pose other questions.
- All students engage in Three-Way Conferences where the student guides their family through their learning and their report, identifying learning strengths across subjects, sharing goals for next learning and answering parent and teacher questions posed.
- Students engage in project-based learning where their finalised work is presented to families and members of the community.
- The College actively promotes very frequent communications about learning with parents, again strengthening the consistent messages about learning with families.
- The College is very active in engaging with the local community through its community partnerships program. The College seeks to engage local businesses and organisations in providing deeper opportunities for students in learning, in the co-curricular sphere and in future workplace opportunities and regularly hosts events and initiatives to build community relations.
- The College uses the Brisbane Catholic Education Support processes to engage meaningfully with all families to ensure all students have equitable access to learning and the curriculum. Using a comprehensive suite of supports that engage all stakeholders, the College ensures its staff have strong capacities to differentiate to ensure all students have full opportunity to engage in their learning.
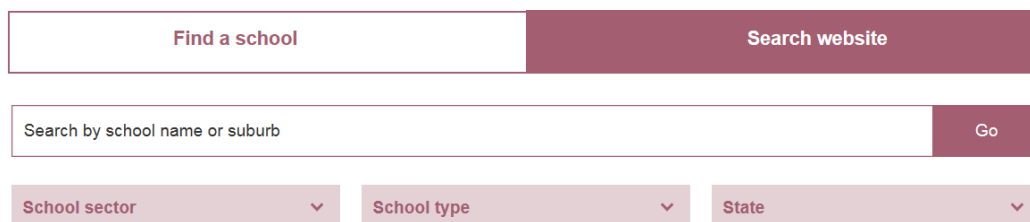
School funding

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	46	29
Full-time Equivalents	43.0	21.2

*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	12
Graduate diploma etc.**	16
Bachelor degree	18
Diploma	0
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 in 2021 were as follows:

- Catholic Identity
- Teaching and Learning with a focus on writing and data interpretation
- Wellbeing and Student Support
- Compliance.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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-6 was 92.4% and years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	92.0%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	90.9%

Average attendance rate per year level			
Prep attendance rate	92.1%	Year 7 attendance rate	91.5%
Year 1 attendance rate	94.0%	Year 8 attendance rate	90.2%
Year 2 attendance rate	93.6%	Year 9 attendance rate	89.8%
Year 3 attendance rate	93.1%	Year 10 attendance rate	NA
Year 4 attendance rate	91.7%	Year 11 attendance rate	NA
Year 5 attendance rate	93.8%	Year 12 attendance rate	NA
Year 6 attendance rate			

*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

The College follows all BCE processes for attendance recording using the eMinerva system. Parents are notified via text message if a student absence is not notified by the parent using the parent portal. If a student's absence is unexplained or lasts longer than three days, parents are contacted by the College. If necessary, pastoral processes are put in place to support student attendance. Roll marking is completed by classroom teachers using the eMinerva online system. Prep to Year 6 classes are marked three times per day (morning and after each break) while Year 7 to 12 classes are marked each lesson. Regular absences are tracked and parents contacted by class, pastoral or leadership staff members if necessary. The College has implemented a number of Pastoral processes including regular parent messages about the importance of attendance and follow up on absences as strategies to increase attendance.

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.

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

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.

| 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.