



**Queen of Apostles Primary  
School, STAFFORD**

# Annual Report 2020

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



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Catholic  
Education**

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# Contact information

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<b>Contact person</b>	Benedict Campbell (Acting Principal)

## Principal's foreword

The 2020 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.

### Introduction

Queen of Apostles School is a vibrant, caring and inclusive co-educational school consisting of two campuses. Our Prep – Year 2 campus (known as the Early Years Campus) is located at 46 Chuter St, Stafford Heights and our Year 3-6 campus (known as the Thuruna St Campus) is located at 10 Thuruna St, Stafford.

We pride ourselves on the spirit of our students, staff, parents and community as demonstrated through a positive and caring approach to faith, relationships and learning. We live by our school vision 'Live in Faith, Reach Out in Love, Grow Through Learning' and our school motto 'Growing Through Faith and Love'. Queen of Apostles School, in strong partnership with the Parish Priest and parish community, proudly offers a quality inclusive Catholic Education for students Prep-Year 6.

Over the years the school has continued to build on the traditions established by the Sisters of the Holy Family of Nazareth and the values of Love, Unity, Hospitality, Faithful Listening and Simplicity. We offer a range of learning experiences to support students in developing their knowledge, skills and understanding to be remarkable learners who live the gospels through their words and actions.

### Vision

Queen of Apostles Catholic School is a Christ-centred community where we empower each other to: Live in faith, Reach out in love and Grow through learning.

### Mission

The mission of Queen of Apostles School derives from our school vision statement Live in faith, Reach out in love and Grow through learning. **LIVE IN FAITH:** Under the Patronage of Mary and inspired by the charism of the Sisters of the Holy Family of Nazareth, we embrace our Catholic faith through our prayer, words and actions. In living more like Christ, we seek opportunities to care and support those within and beyond our school community. **REACH OUT IN LOVE:** As a Catholic school community based on faith and love, we acknowledge that all individuals are unique and created in the image of God. We strive to create a welcoming, nurturing and respectful environment which supports all members of our school community. **GROW THROUGH LEARNING:** Through the provision of quality teaching and learning opportunities, we aim for excellence in all we do - inspiring, encouraging and empowering all to reach their full potential as life-long learners.

## Values

Our school values are steeped in the rich history of the Sisters of the Holy Family of Nazareth. As a community we are conscious of the role that values play in guiding all that we undertake at Queen of Apostles. These values are: Unity Hospitality Faithful Listening Simplicity Love

## School progress towards its goals in 2020

### Strong Catholic Identity - Goals

By Term 4, we will have a school focus on 'Live in Faith', the Religion Validation report and all recommendations have been implemented to improve learning and teaching in RE.	Achieved
By the end of Term 4, a school story will be developed and shared with the school community.	Achieved
By the end of Term 4, we review current practices that support Relationship and Sexuality Education in Queen of Apostles and continue parent engagement through regular communication.	Achieved

Due to COVID-19 community events were limited, however, the School Newsletter was used to support the faith development of our wider community. The staff participated in professional development and formation opportunities promoting re-contextualisation focused on our values and identity and knowing our charism. They used the Religious Education curriculum to map links with the core values of the Sisters of the Holy Family of Nazareth.

### Excellent Learning and Teaching - Goals

By Term 2, current programs, processes, assessments and strategies for learning and teaching at Queen of Apostles have been reviewed to identify alignment with the Australian Curriculum.	Achieved
By the end of Term 4, 85% of Prep will be achieving the BCE PM Benchmark target.	Not Achieved
By the end of Term 4, 85% of Year 3 students will be achieving in the range of 20-24 in the writing analysis tool.	Achieved
Q of A has an emerging focus to build teacher capacity and understanding in the four key dimensions (mindset, conceptual understanding, problem solving and reasoning, real world contexts), resourcing and teaching strategies that underpin learning and teaching in Mathematics.	Achieved
By the end of 2020, an investigation into the use of physical spaces in the school has been completed.	Achieved

Staff have used data as a part of their regular practices to inform learning and teaching. Targeted intervention was used to provide additional support to students requiring it. The PLL worked with class teachers to provide professional support and to build staff capacity in using the Effective and Expected practices. BCE education officers also worked alongside staff to inform planning and embed precision pedagogy.

By the end of Term 4, 84% of Prep almost achieved the BCE PM Benchmark target which was close to the specified goal of 85%. By the end of Term 4, 91.2% of Year 3 students successfully achieved in the range of 20-24 in the writing analysis tool.

Teachers engaged in professional development opportunities to support their understanding of NUMA and teaching spelling in context. Innovative learning and teaching practices are supported through the use of flexible furniture options, the use of ICT to support and extend learning and differentiated curriculum to suit students' needs.

### Sustainable Future - Goals

Attendance will be an ongoing focus in 2020 with the aim of reaching the BCE target of 90% of students attending 90% of the time.	Not Achieved
By the end of Term 1, an up dated maintenance plan is in place.	Achieved
By Term 4, The Leadership Team has visited schools with similar profiles to Q of A to identify ways of working and the current staffing model has been reviewed.	Achieved
By Term 4, an audit of professional skills in the area of technology has been completed.	Not Achieved
By Term 4, each year level team has engaged with aspects of Fullan's 4 C's model.	Achieved
By Term 4, whole school documentation will reflect where Positive Behaviours for Learning PB4L sits within our programs and practices in supporting students.	Achieved

Due to COVID-19 attendance statistics in 2020 reaching the BCE target of 90% of students attending 90% of the time was reduced to 88%.

A maintenance plan was created by the School Board.

Every term staff have engaged in setting professional goals that are linked to our yearly school focus as well as the AITSL standards. Well-being has continued to be a focus for 2020 with Week 7 of every term being a dedicated well-being week for staff to remind them of the importance of self-care.

Early Career teachers, mentors and middle leaders worked together to build capacity and collective responsibility when engaging in aspects of Fullan's 4C's model. This was evident during the delivery of learning using online alternative learning platforms during COVID-19 restrictions.

Staff have attended numerous Positive Behaviours for Learning (PB4L) professional development sessions and worked to develop a PB4L school matrix to support the explicit teaching of behaviour expectations.

Health and safety concerns are monitored through our WHS committee and ongoing classroom safety audits.

Year 3 students were supplied with one-to one iPads in accordance with the school's technology plan.

### Future outlook 2021

#### Strong Catholic Identity – Goals

By the end of Term 4, we will have collectively developed our school's Reconciliation Action Plan.

#### Excellent Learning and Teaching – Goals

- By Term 4, we will have built teacher capacity in the use of ICT to enhance student learning and performance.
- By Term 4, we will develop a whole school focus on numeracy and Mathematics to improve student performance.

#### Our People

By the end of Term 3, we will further develop our professional learning community through the engagement of Fullan's 4C's model.

## Our school at a glance

### School profile

Queen of Apostles Primary School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2020:** Primary

#### Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	420	223	197	2

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

#### Characteristics of the student body

Queen of Apostles school's two-campus arrangement presents a range of unique characteristics including student leadership opportunities in Year 2 and Year 6, cross campus collaborations and experiences. The Year 6 Leadership Teams (Cultural, Community and Sport) aim to provide ongoing opportunities to visit the Early Years campus to model school and community behaviours through

guided play and learning experiences. Cross-Campus buddy activities also support the partnership and relationship building of the Prep - Year Two students as they are partnered with older students from Year 3-6. As the students transfer from the Early Years Campus at Chuter St to the Year 3-6 Campus at Thuruna St, they are provided opportunities for orientation. This occurs throughout Term 4 with further sessions allocated for those who may need it. This supports the smooth transition into Year 3 in Term One.

Students attending Queen of Apostles are predominantly Catholic (72.9% in 2020) with a range of multi-cultural backgrounds. In 2020, 0.9% of the student population were Indigenous and 8.7% of students had English as an additional language or dialect. The students at Queen of Apostles enjoy the range of learning opportunities provided and reflect the welcoming and inclusive nature of our school, 17.9% of our student population are verified with a disability.

## Curriculum implementation

### Curriculum overview

#### Approach to curriculum delivery

- Queen of Apostles prides itself on providing a quality inclusive Catholic Education for all students. We focus on combining the use of the Australian and RE Curriculum with quality differentiated pedagogy and engaging learning experiences.
- All students at Queen of Apostles are fluent with the visible learning concepts of 'learning intentions' and 'success criteria' that help them develop as independent learners.
- Supporting students to develop the 'Qualities of an Effective Learner' (Engaged, Resilient, Communicates Effectively, Reflective and Self-Aware) is a priority in all learning experiences.
- Prep has a focus on play-based learning and social interaction as a context for learning and focuses on inquiry and higher-level thinking.
- In Year 2 and 6, students have opportunities to develop leadership skills through a range of learning experiences. The Year 2 Leadership Day is based on the qualities of Resilience, Getting Along, Confidence, Organisation and Persistence outlined in the Program Achieve program and provides a supportive foundation by which the students can understand the duties of being 'Leaders of the Early Years Campus'.
- In Year 6, the Leadership Studies Program, based on the Toastmasters International Youth Leadership model supports the students in developing as leaders and speakers with a focus on 'greater self-confidence and personal growth'. The Year 6 Leadership committees lead many school celebrations and initiatives including fund raising days, peer tutoring, competitions and lunch time sports.
- Year 3 – 6 enjoy a specialist program which involves physical education (including swimming and dance), music (with optional strings and instrumental lessons), and LOTE where the students learn Japanese. Students in Prep – 2 partake in all of the above specialist lessons with the exception of LOTE.
- A sports extension program is offered for selected Year 5 and 6 students who display sporting talent.
- Student wellbeing is a focus with programs such as Peaceful Kids and Rock and Water offered across many year levels.

#### Extra-curricular activities

- Junior and Senior Choir for students in Years 2 – 6. The choirs, along with school bands, usually compete at the Queensland Catholic Music Festival and perform at school assemblies, liturgies. In 2020, student participation was inhibited due to COVID-19 restrictions.
- An instrumental Music Program (strings) is offered from Year 2, with woodwind, brass and percussion introduced in Year 3.
- Selected students from Years 5 and 6 compete in the Catholic Cup Netball competition. In 2020, student participation was inhibited due to COVID-19 restrictions.
- Representative sport – individual and team competitions (Zone 6, North District, Met North).
- We offer outside hours training for cross country, athletics and swimming.
- Opportunities for students in Years 4 - 6 to be involved in the 'Brain-ways Day of Excellence'.

- Students in Years 3 - 6 are invited to compete in the interschool Bush Poetry competition. In 2020, student participation was inhibited due to COVID-19 restrictions.
- After school extra-curricular activities include Speech and Drama, Chess, Coding Club. These are well attended by students.
- Lunch time extra activities include Gardening Club, Kids Club (art and craft) and meditation.
- Camps are offered in Years 5 and 6. Year 5 students attend a sports and recreation camp at Mapleton for three nights. Year 6 students attend a three-night camp in Toowoomba at Koojarewon Camp to support the Heath and English curriculum undertaken in Term 3.

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

Digital Pedagogies are enhanced at Queen of Apostles with the use of iPads and laptops across the school. The school provides iPads in Prep - 2 in a ratio of approximately one device for every two students. Students use iPads to assist learning through a range of ways including talk to text, capturing and annotating learning, collaborative construction and in time feedback as well as presentations that are interactive, creative and collaborative. Students in Years 3 -6, with a device to student ratio of 1:1, use both iPads and laptops to assist learning in the above-mentioned ways while also using the Office 365 suite with students to assist learning in and out of the classroom.

After the initial skill development in this cross curricular priority, students in Years 5 and 6 have regular opportunities to use laptops and iPads to support learning through their 1:1 device program. The previously mentioned skills are still promoted in an environment where the importance of digital citizenship is made clear to all students. Student in Years 2 - 6 sign the Acceptable User Agreement for Technology at the beginning of every school year.

In 2020, the use of technology and online platforms for curriculum delivery during times of home learning was essential to comply with COVID-19 restrictions in Education. Teachers capably provided dual instruction for children of essential workers who were permitted to attend school and maintained support for students learning in their home environments. Teachers prepared and provided students with daily timetables, delivered lessons online and maintained communication with students via online meetings.

## **Social climate**

### **Overview**

Queen of Apostles School works to promote right relationships and positive partnerships between students, staff, families and community. This focus is ongoing and is managed to support wellbeing and address the specific needs of each student in Prep - Year 6.

Staff participated in ongoing professional development opportunities to develop an understanding of the 'Positive Behavior for Learning' BP4L framework. A matrix of behaviours was devised to support Queen of Apostles to reflect the school code of conduct 'Think Smart, Work Smart. Act Safe, Be Safe. Values Self, Others and the Environment'.

Strategies and programs to support students include 'Rock and Water', 'Program Achieve', 'One-Two-Three Magic' and 'Peaceful Kids'. The use of the Daniel Morcombe Student Safety program from Prep - Year 6 also supports the development and understanding of safe practices through the safety motto 'Recognise, React, Report'. The Guidance Counsellor, Student Wellbeing Support Officer and Support Teachers Inclusive Education work in partnership with the School Leadership Team to support students, staff and family well-being.

In 2020, on the BCE Listens survey 100% of the staff agreed with the statement that staff at our school care about each other.

For staff, the continuation of the school pastoral care committee in 2020 saw staff members reaching out to one another during times of joy, sorrow and increased work-load. Staff often found sweet treats and affirmation cards in their pigeon holes around reporting time and were quick to voice their appreciation. Staff have the opportunity for a member of the Leadership Team as well as the Guidance Counsellor and Support Teachers Inclusive Education to be in parent meetings. This ensures a supportive, collaborative and pastoral approach.

For parents, the Parent Pastoral Care group provide a support and positive point of contact for each class to liaise with families and staff around the wellbeing and care of those in the community. This group has been instrumental in welcoming new families, supporting those going through difficult circumstances such as illness and ensuring special occasions and significant events such as birthdays, weddings, retirements and the birth of babies are recognised and celebrated. The Parent Pastoral Care group works in partnership with the class teachers and the Leadership Team to ensure the well-being of all in the school is a focus. Meetings with this group each term provides a safe and open forum to discuss any issues or concerns that may arise from the parent body.

Occasions for social interaction and community gathering add to the social climate of Queen of Apostles School. Normally, the Swimming, Cross-Country and Athletics carnivals, Mother's Day and Father's Day liturgies are always well attended by parents.

However, in 2020 whole school community experiences were not able to be held due to COVID-19 restrictions. Teachers continued to reach out to families via TEAMS, emails and phone calls to continue to build relationships with students and parents in the community. Parent feedback was also sought during the delivery of Alternative Education Plans to gather positive and negative data about current systems in place.

Social occasions and experiences for families were not able to be held due to COVID-19 restrictions. These include the School Disco each term whereby parents are normally encouraged to stay and share in a meal and conversation whilst the students dance. In previous years, a range of P & F and Parent Pastoral Care social events provide further opportunities to build relationships. These include but are certainly not limited to the family friendly 'Play in the Park' and the parents only 'Day at the Races' and 'Mums at the Movies'.

### Parent, student and staff satisfaction

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

Percentage of parents/carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	96%	100%
School staff demonstrate the school's Catholic Christian values	89%	97%
Teachers at this school have high expectations for my child	93%	91%
Staff at this school care about my child	93%	97%
I can talk to my child's teachers about my concerns	93%	97%
Teachers at this school encourage me to take an active role in my child's education	86%	91%
My child feels safe at this school	93%	96%
The facilities at this school support my child's educational needs	NA	90%
This school looks for ways to improve	82%	90%
I am happy my child is at this school	93%	93%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	92%	92%
I enjoy learning at my school	97%	96%
Teachers expect me to work to the best of my ability in all my learning	87%	99%
Feedback from my teacher helps me learn	97%	95%
Teachers treat students fairly at my school	92%	96%
If I was unhappy about something at school I would talk to a school leader or teacher about it	92%	75%
I feel safe at school	92%	89%
I am happy to be at my school	96%	94%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	95%	87%
School staff demonstrate this school's Catholic Christian values	96%	94%
This school acts on staff feedback	89%	70%
This school looks for ways to improve	94%	88%
I am recognised for my efforts at work	89%	79%
In general, students at this school respect staff members	92%	96%
This school makes student protection everyone's responsibility	100%	98%
I enjoy working at this school	94%	98%

## Family and community engagement

Queen of Apostles prides itself on being an inclusive school catering for students with a diverse range of needs. The staff work together with families to develop and maintain professional and caring relationships based on a shared goal of ensuring success for every student. Parents who have children with diverse needs who require adjustments to access the curriculum, are included in the consultative process to ensure the student has full participation in all aspects of school life. The student support team, in collaboration with teachers and parents, closely track the learning needs of these students and regular communication is made with parents for the purpose of improving educational outcomes. Family and Community engagement is a priority and includes partnerships and consultation between staff, specialists (e.g. Occupational Therapist, Pediatrician, Psychologists, Speech Therapists) and parents/carers to ensure a team approach when supporting students with needs.

Our school has a strong relationship with the parish and as such, there are multiple opportunities for engagement and connection between the two. This includes partnership in outreach for those going through times of difficulty, those new to the area and those who are in need.

Extra-curricular and cross-school partnerships were not possible due to COVID-19 restrictions. Unfortunately, the following partnerships needed to be cancelled, including the continued connection with the Queen of Apostles Netball Association, the Cross-School collaborative involving Queen of Apostles Stafford, St Anthony's Kedron and Our Lady of the Angels Wavell Heights, representation at the ANZAC Day ceremony, involvement in programs and workshops including Reds Rugby, Roar Soccer, Cricket Australia, Net-Set-Go and Brisbane Broncos.

Family participation and involvement is encouraged in a broad range of school and faith activities. At Queen of Apostles we invite parents, carers, grandparents and friends to be involved in their child's education. Unfortunately, in 2020 family involvement in school activities was not possible due to COVID-19 restrictions. These include classroom activities, library support, pastoral care committees, support-a-reader, tuckshop rostering, sports days and special events such as Celebration of Learning, Music Soiree and Under 8's Day.

In 2020, the school board and P & F were effective and able to maintain partnerships using virtual platforms for communication.

The invitation for parents/carers to meet with class teachers in Term 1 for Parent Information Evening and Parent Sharing Meetings and in Term 2 with Student Led Conference. These opportunities were taken up and well attended. Meetings for students with specific needs are reviewed regularly.

## Environmental footprint

### Reducing the school's environmental footprint

Electricity consumption can presently be attributed to:

- Heating, Ventilation and Air Conditioning (HVAC) installed in 54% of work areas
- Currently, 24% of light fittings are LED
- Other (such as computers, projectors, kitchen and garden electrical appliances, etc.)

Our school is 20% under the BCE average of 398kWh per student per year among primary schools. The school's energy waste of 13% is favourably lower than the BCE average and one of the lowest measured outcomes.

The schools' carbon footprint is proportional to the energy use and presents a similar comparative position to the energy efficiency outcome. Our school's energy efficiency and productivity provide a comparatively leading example within BCE.

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical Laudato Si Care for our Common Home.

Many efforts were made by our school in 2019 to reduce its environmental footprint. We reduced all fridges on the Early Years campus and formed a thermal comfort committee to advise the best options to maintain optimal learning conditions with minimal footprint over both campuses. We now use digital thermometers to monitor the temperature in all classrooms and have added shading to the sides of our hall to decrease the use of electricity in that space. We also increased the use of recycled products in our garden areas.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

#### How to access income details

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

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

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

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

## Our staff profile

### Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	38	31

Full-time Equivalents	27.6	17.9
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\*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	6
Graduate diploma etc.**	4
Bachelor degree	28
Diploma	
Certificate	

\*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:

- 'Program Achieve' - an emotional support program for students
- Personal and Social Capability - Social Emotional Learning (SEL) in the Australian Curriculum
- 'Positive Behaviours for Learning' (PB4L) - developing a whole school approach towards behaviours linked to the Core Values of Queen of Apostles School
- Nationally Consistent Collection of Data (NCCD) - ensuring the correct level of teacher response, for student adjustment levels
- Workplace Health and Safety (WHS), ongoing professional development and awareness
- Religion: unpacking the Core Values of Queen of Apostles School by revisiting the story of The Sisters of the Holy Family of Nazareth
- English: implementing Phonics in Context P-2 and Spelling in Context 3-6
- Mathematics: NUMA, the journey ahead and exploring the 'big ideas' in Mathematics
- Excellence in Teaching and Learning (ELT) - improving coaching and feedback for students
- Goal setting - revision of the school and staff's goal setting process in line with BCE guidelines
- Consistency of Teacher Judgement Day (CTJ)
- Alternative Education Plans (AEPs) – instigating online webinars to support teachers in curriculum delivery, identifying virtual platforms
- Information Communications Technology (ICT) – updating staff on new BCE initiatives
- First Aid Training.

The proportion of the teaching staff involved in professional development activities during 2020 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.8%

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

From the end of the previous school year, 99.5% of staff was retained by the school for the entire 2020.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years Prep-6 was 92.1%.

Description	%
The overall attendance rate* for the students at this school	94.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	95.1%

Average attendance rate per year level			
Prep attendance rate	93.5%	Year 4 attendance rate	93.9%
Year 1 attendance rate	94.6%	Year 5 attendance rate	95.4%
Year 2 attendance rate	93.5%	Year 6 attendance rate	94.7%
Year 3 attendance rate	94.8%		

\*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

As outlined in the Student Attendance Policy and Guidelines, student non-attendance is managed by the school through:

- Non-attendance is recorded by Parent/Carer either via phone, in person, note or email.
- For any unexplained absences, an SMS is sent via the Blink System to alert a Parent/Carer of a student with an unexplained absence. If there is no reply from the Parent/Carer, a second attempt to contact is made. If no reply, then the police are contacted.

For students who have an excess number of non-attendance days, the management occurs through a series of steps:

Step One: The Class Teacher contacts the family and discusses the concerns around non-attendance and the impact this can have on learning and relationships.

Step Two: If there is no improvement in the fortnight following this first contact, a member of the Leadership Team, usually the Principal, contacts the Parent/Carer to outline concerns as first raised by Class Teacher and try to look for solutions around attendance. This is followed by a fortnightly check-in, usually by phone, to ensure an improvement in attendance continues and is sustained.

Step Three: If there is still no improvement in attendance, the Principal, with support from the Senior Leader if required contacts the Parent/Carer to outline next steps including the intervention of outside agencies including Child Services.

At all levels, the child's learning and growth is at the heart of school attendance guidelines and procedures. The aim when working with families around non-attendance, is to identify the reason why non-attendance is occurring and work towards a solution to ensure school attendance improves and is sustained.

## 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.

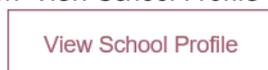
### How to access our NAPLAN results

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.



A search bar with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

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



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



#### Notes:

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

## NAPLAN

### Average NAPLAN results 2020

NAPLAN testing was cancelled in 2020 due to COVID-19.

### Average NAPLAN results 2019

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	448.4	432.3	544.0	506.0
Writing	421.8	423.1	503.0	473.9
Spelling	406.6	418.7	520.8	500.7
Grammar and punctuation	463.8	439.8	543.8	499.1
Numeracy	404.4	408.1	519.6	495.8