



Durack State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Durack State School provides a positive, supportive environment for learning and interacting with others - where all have the right to receive respect, to learn and to feel safe and secure. Serving the multicultural communities of Durack, Richlands and Inala, the school also caters for overseas students through its accredited International Student Program with EQI. We value our culturally diverse community and focus on the provision of inclusive education. In addition to core curriculum offerings, we deliver inclusive education practices, a Special Education Program, targeted oral language and enrichment programs and academic, sporting and cultural excellence. Information and Communication Technology, including robotics and coding, is incorporated in state-of-the-art facilities designed for 21st century learning. Celebration of cultural difference and inclusive practices are paramount to the success of all programs. These support curriculum, teaching and learning, school organisation, ethos and environment, partnerships and services. As State Showcase Award winners for Inclusive Education and Excellence in the Early Years and Primary Years and a State finalist in Innovation and Leadership, School of Excellence in Indigenous Education, State Winner Primary School Multicultural Award and with an accredited International School program, Durack State School is delivering its mission of encouraging students to reach their potential within a safe, nurturing, learning environment built on respect.

Durack is a multi-cultural State School where we aim to provide a positive environment for learning and for interacting with others, a place where we all have the right to receive respect from others, the right to learn and the right to feel safe and secure.

Our school strives to provide high quality educational programs with an emphasis on creating learning environments that are innovative and enriching, that provide for kinaesthetic and visual learning styles while promoting and improving the oral language skills of our students. Extension programs including robotics, coding, research and online learning are built into the school's daily programs.

Partnerships with our whole school community are crucial to our students' success academically, culturally, socially, and emotionally. Positive participation in our many and varied activities, assists our students to develop a sense of belonging and become life-long learners, while developing active citizenship.

Through our approach, our students have every opportunity to become true Durack Dragons – Safe Respectful Learners

School progress towards its goals in 2018

Initiatives over recent years including State Schools of Tomorrow, National Partnerships, GRG, I4S, joint facility kindergarten, EQI, Science and robotics laboratory, Special Education facility and our International Schools program emphasize the school's commitment to improvement.

I4S funding has allowed for highly focused capacity building in literacy and numeracy. Increased staffing has provided strategically targeted intervention, increased access to specialist support, oral language and extension programs.

As we have an accredited International Program, we have welcomed overseas students to access study at Durack. This adds further commitment to providing a rich learning environment within a multicultural context.

Community confidence continues to grow, responsive to the strong emphasis on improving student academic outcomes within our school setting that recognises and celebrates the importance of belonging.

Our iconic dragon draws upon our whole school approach to school wide positive behaviour, attendance and social and emotional learning. With the introduction of 'Play is the Way' we have a strong focus on building student resilience.

Community relationships continue to strengthen with further development of new or existing partnerships. Providing culturally connected staff in teaching and liaison roles has assisted in parental engagement while assisting in raising education expectations amongst our families.

Future outlook

2019 Improvement Agenda focus is **Writing** with key strategic priorities including

- **Data evidenced practices driving** improvement – Increasing teacher understanding of and response to key data profiles
- **Consistent pedagogical practices across school** – using explicit instruction as an intentional approach to improve student progress
- **Consistent curriculum alignment with National Curriculum** – building teacher expertise

Other supporting priorities

- Extend SWPBS practices in the school with Play Is The Way
- Continue to provide a whole school targeted intervention approach
- Maintain strong ties with early childhood providers
- Continue to build university and business partnerships
- Continue to provide learning environment where staff capacity building is the norm
- Enhance the image of the school within the local and wider community
- Continue to build the international student program

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	590	593	643
Girls	284	281	300
Boys	306	312	343
Indigenous	54	64	73
Enrolment continuity (Feb. – Nov.)	96%	95%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our School community is enriched by cultural diversity, with Asian, Australian, Indigenous Australian, Polynesian, Indian, African and Middle Eastern cultures strongly represented amongst more than 20 different cultures. Religious backgrounds reflect the cultural make up of our students.

Approximately 76% of students are from English Acquisition as a Language/Dialect (EAL/D) background, and many students are born outside of Australia, including Education Queensland International students.

Our school has a Special Education Program, which includes

- Special Education case managers supporting students within the class context
- Special Education teachers supporting students within a small class environment for literacy and numeracy. These students have the opportunity to then engage in mainstream classes for other learning areas

Durack State School's population has been steadily increasing since 2000. Moving from 428 in 2010 to a roll of 646 in 2018 (currently 664)

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	25	23	25
Year 4 – Year 6	26	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Literacy and numeracy blocks are delivered by teams across the year levels which has been achieved by ensuring of consistent Teacher Aide alignment allowing for small-group differentiated focus

- High expectations, on-task behaviour and explicit teaching are the keys to our success
- Targeted English programs have been designed to connect students' backgrounds and their life experiences to units of study while building social and emotional learning
- High Performing students are identified and catered for school wide through differentiated class programs, and through e.g. extension programs including debating and online writing and reading Impact programs, coding and robotics
- Science, HASS, Health and Physical Education, Technology, the Arts and Music are embedded in the school curriculum
- Special Education Program supports students with disabilities through an inclusive approach with Special Education and case managers. Teachers work with students both in the classroom and in dedicated learning spaces including the senior and junior literacy and numeracy classrooms
- EAL/D teachers provide additional support for students from non-English speaking backgrounds
- Our accredited International program welcomes overseas students to study in an Australian school setting

Co-curricular activities

Academic Extension Programs

- Robotics and Coding Club and regional competitions
- Online Impact program, writing, reading and coding
- Solid Pathways online learning
- Year 6 Calculator program
- Engineers Program provided by AUSENCO
- STEM with Australian Catholic University
- Science Club – lunch program Year 2 – 6
- ICAS Competitions Years 2-6
- Cluster Spelling Competition
- Inala District Maths Teams Challenge

- Asian Bridge program – students engage as global citizens with students in Singapore (2018)

Music, Dance and Performance

- Cultural dance draws on the cultural background of the students and the strengths they bring to music selection and performance. Students take an active role in developing the program.
- Choir
- Instrumental music is offered to students from Year 3 for strings and Year 4 for brass, woodwind and percussion
- Keyboarding

Sports & Recreation

- Students are encouraged throughout the school to participate in student and school directed sporting opportunities.
- Cluster sports gala days
- Canberra trip: Year 6
- Swimming: Year 4
- PE Program: Prep – Year 6
- Chess Club
- Problem Solving Club – board games and challenges
- Gardening Club

Multicultural Activities

- NAIDOC Day and Multicultural Week – Celebrates the diverse nature of our multicultural school
- Cultural Dance program

Religious Instruction: Classes are offered

- Christian: Years 1 - 5
- Buddhist Religious Instruction: Year 2 - 6
- Islamic Prayer group

Library program

- Lunch program Prep – 6

Social and emotional programs

- Chaplaincy program
- Friendship Club
- Yoga & mindfulness program
- Celebration days – attendance, behaviour, academic effort

Transition Programs

- Secondary Transition program with Glenala State High School
- Partnerships with local Early Years Centres - including the onsite C&K Kindergarten

How information and communication technologies are used to assist learning

Interactive white boards/screens are installed in all classrooms, the computer pod, resource centre, staff room, music room, intervention centre and Special Education classroom (total of 30). All classrooms have wireless internet access. Classrooms have a range of access, from pods of computers to laptops and tablets. A separate computer laboratory is attached to the library along with a media room for video technology.

The development of computer pods and laptops throughout the school allows for flexible and equitable use of computer technology. Added to this a number of classrooms are currently trialling an integrated computer program as part of action research. Students are encouraged to use word processing, graphics, presentation, research and publishing software to create reports, spreadsheets and other documents, which demonstrate their learning outcomes across learning areas, developing the necessary computer skills as needed for the particular task.

iPad technology is accessible across all classes and through the EAL/D and Special Education Programs. Students have moved from being consumers of technology to creators e.g. using applications to create movies, code computer games and program robots. iPads are being used extensively in the embedding of STEM across the school and to support an extension program for senior students.

Students from Years 4-6 can engage in digital technologies during the Term 4 curriculum free choice day (Mad Monday). Digital presentations are regularly developed by classes for the viewing of the whole school - these may be linked to excursions, curriculum events or promotional activities.

Bandwidth has been increased to cater for the growth in technology across the school. FM audio systems are installed in all classrooms and the music room to ensure all students can access verbal instructions with ease. This measure supports the health and well-being of school staff as well.

The school hall supports performance with elaborate audio and visual staging equipment. A Tech Team comprising Year 6 students is skilled in the weekly use of the schools audio-visual system to support the running of the school assemblies and other main events. This includes the development of the presentations and the running of the hardware.

Social climate

Overview

School Wide Positive Behaviour Support underpins the whole school ethos that 'Durack Dragons are safe, respectful, learners' Our school community has collaboratively developed a whole school approach that provides a positive environment for learning and for interacting with others where acceptance of difference is the norm and bullying is unacceptable. Social and emotional learning are being embedded into the school program. Additional resilience, health and wellbeing programs include

- Play is the Way
- Targeted resilience, health and wellbeing programs
- Chaplaincy provides targeted programs offered to students to support resilience
- Friendship Club – Alternative play program which assists students with social skilling and self-esteem activities through interactive games program
- Breakfast Club/Parent Room Program – The success of this program provides the opportunity for all ages to mix in a positive manner while enjoying a healthy breakfast. Community, staff and student volunteers make this program a success and donations of breakfast items from local businesses are greatly appreciated
- Life Education: Prep. – Year 6
- Leadership Program – Is a very successful program where all students in Year 6 take on roles that contribute to the successful running of the school. Opportunities for students to represent the school e.g., ANZAC service etc.

Through the long term successful implementation of SWPBS, the school has been recognised twice as State Showcase finalists for our success developing a strong sense of identity and belonging, drawing on our iconic dragon which is embedded across all areas of the school. We have state, interstate and international visitors seeking direction and inspiration in their own journey with this.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	96%	98%
• this is a good school (S2035)	93%	99%	100%
• their child likes being at this school* (S2001)	95%	96%	100%
• their child feels safe at this school* (S2002)	94%	98%	98%
• their child's learning needs are being met at this school* (S2003)	93%	96%	98%
• their child is making good progress at this school* (S2004)	93%	95%	98%
• teachers at this school expect their child to do his or her best* (S2005)	95%	99%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	96%	95%
• teachers at this school motivate their child to learn* (S2007)	92%	98%	97%
• teachers at this school treat students fairly* (S2008)	91%	98%	98%
• they can talk to their child's teachers about their concerns* (S2009)	96%	96%	97%
• this school works with them to support their child's learning* (S2010)	92%	94%	100%

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• this school takes parents' opinions seriously* (S2011)	90%	97%	94%
• student behaviour is well managed at this school* (S2012)	94%	93%	92%
• this school looks for ways to improve* (S2013)	96%	99%	97%
• this school is well maintained* (S2014)	97%	98%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree [#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	98%	99%
• they like being at their school* (S2036)	96%	99%	98%
• they feel safe at their school* (S2037)	92%	98%	98%
• their teachers motivate them to learn* (S2038)	98%	100%	99%
• their teachers expect them to do their best* (S2039)	97%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	99%	98%
• teachers treat students fairly at their school* (S2041)	89%	90%	95%
• they can talk to their teachers about their concerns* (S2042)	90%	88%	89%
• their school takes students' opinions seriously* (S2043)	93%	95%	97%
• student behaviour is well managed at their school* (S2044)	93%	91%	98%
• their school looks for ways to improve* (S2045)	99%	99%	99%
• their school is well maintained* (S2046)	96%	100%	98%
• their school gives them opportunities to do interesting things* (S2047)	99%	100%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree [#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	100%	98%
• they feel that their school is a safe place in which to work (S2070)	98%	100%	95%
• they receive useful feedback about their work at their school (S2071)	92%	96%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	94%	95%
• students are encouraged to do their best at their school (S2072)	98%	100%	98%
• students are treated fairly at their school (S2073)	98%	100%	97%
• student behaviour is well managed at their school (S2074)	94%	94%	93%
• staff are well supported at their school (S2075)	92%	96%	90%
• their school takes staff opinions seriously (S2076)	88%	96%	90%
• their school looks for ways to improve (S2077)	96%	100%	98%

Percentage of school staff who agree [#] that:	2016	2017	2018
• their school is well maintained (S2078)	98%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	98%	98%	97%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Students demonstrate a strong belief in the school, where a sense of belonging is evident. There continues to be an increase in parental engagement while our staff continues to display a strong team spirit. This level of trust that is evident across the whole school environment has led to improved educational outcomes for our students.

Parents are welcome to join the school community in a number of ways. These range from the Parents and Citizens Association (P&C) to our Wednesday playgroup program, volunteer program and community events. P&C co-ordinates monthly meetings that explore activities that will enhance student outcomes through community involvement, fundraising, tuckshop organisation and volunteer programs. A number of community events include Durack's Multicultural Week celebrations and culminating concert, D Factor, sports days, dance, graduation and captains' induction program.

Classroom volunteers are encouraged and supported by the Deputy Principal.

Information sharing with the community is achieved in a number of ways. These include the school web site, school signage, transition programs, class meetings, student reports and the school newsletter. The school endeavours to provide as much information as possible in a number of languages including English and Vietnamese. The flagship of parent school communication, however, is our Communication Book. Introduced in 2014, this book is provided to every student to take home daily. Information contained in this book includes everything from term dates and calendar events to a daily indication of how each child's day went. This book provides opportunities for both parents and staff to engage in regular communication and within its pages holds a wealth of information and memories for each student.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

The continued long term implementation of SWPBS at Durack SS has led to the development of a safe supportive school environment. This process has seen the development of school wide universal systems, supported by Classroom Problem Solving Teams and the specific introduction of a dedicated social skills program. The program chosen by Durack, Play is the Way, supports ACARA in the development of self and social awareness and management along with resilience. Its main focus is on the development of self-mastery.

The school participates in safety awareness programs such as the Daniel Morcombe Foundation, including walking in the annual "Day for Daniel" walk with other local primary and secondary schools. The Life Education program is offered every year, including the provision by the school of Life Education's "Let's Talk About It" program for Years 5 and 6.

The school Inclusion Committee prioritises targeted intervention for students who may need additional support around interpersonal understandings. The Friendship Club and Gardening Club are both examples of proactive support programs that build student engagement while working alongside one another. Where necessary, appropriate external agencies are engaged to support students.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	28	23	43
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Sustainability has always been of significant interest to Durack State School as past winners of regional Green and Healthy Schools awards over the years.

With the rebuilding of the school under the State Schools of Tomorrow initiative, consideration was directed to developing an environmentally friendly site utilising, for example, building placement, light timers, energy saving light fittings, cross ventilation and water tanks. 21 solar panels were installed to assist with electricity production. Students and staff can monitor electricity usage on the 'solar schools energy monitoring website'. Ergonomic designed low cost fans have been added to new builds within the school and administration front office.

The school's Garden Club has developed an environment which engages a large number students in propagation, planting and harvesting. The students in turn sell produce to staff and parents as a sustainable program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	159,146	168,480	173,466
Water (kL)	538	1,212	976

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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 at.

How to access our 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

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

Staff composition, including Indigenous sta.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	49	35	<5
Full-time equivalents	45	23	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	8
Graduate Diploma etc.*	6
Bachelor degree	34
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$12831.45 School funded and \$36806.51 through I4S funding totalling \$59637.96

The major professional development initiatives are as follows:

- Maths – Action Research – Numeracy Coach
- Writing Improvement agenda 2017 – 2019 – HOC and Literacy Coach
- Vocab acquisition – SLP & Literacy Coach
- Play is the Way – Deputy Principal (PBL coach)
- Robotics & Coding - HOC
- Prep action research – Literacy Coach
- Curriculum cafes – Leadership and Teacher expertise
- Collegial sharing – Teacher expertise
- Coaching - leadership team
- Collegial mentoring program – EQ coaching and mentoring program – Trained mentors

One of Durack's strengths has always been the willingness of staff to identify personal pedagogical capabilities and share good practice. This is evidenced through the preservice mentor program, curriculum cafes, collegial sharing and mentoring.

Winning the Primary and Early Years State Showcase Award in 2018 is in direct response to the coaching led by our Numeracy Coach and they growth in professional understanding of staff.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	96%

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 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	93%	92%
Attendance rate for Indigenous** students at this school	89%	84%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

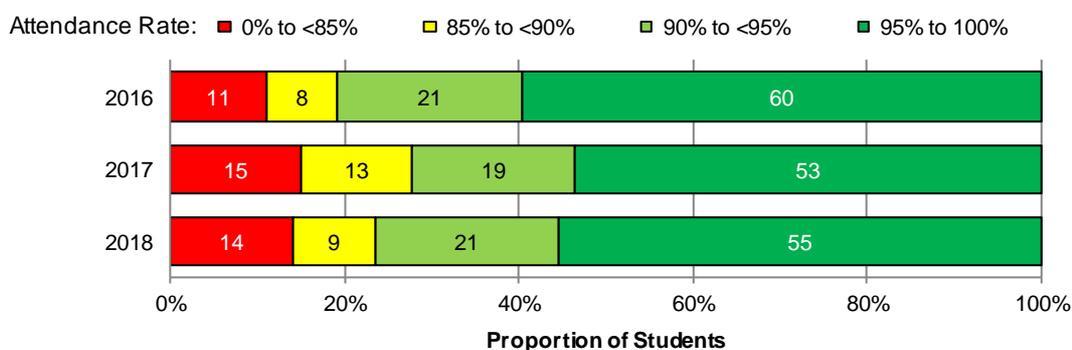
Year level	2016	2017	2018
Prep	92%	91%	92%
Year 1	94%	91%	91%
Year 2	94%	93%	92%
Year 3	94%	94%	93%
Year 4	94%	92%	93%
Year 5	95%	93%	92%
Year 6	95%	94%	94%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Durack State School endorses “Everyday Counts”, that is ‘every child in every class learning and achieving’. Our expectations are that students arrive on time and are seated in classes at 8:55am and remain until 3:00pm. This is communicated through enrolment information, open days and newsletters. Rolls are marked at the beginning of the day and again after lunch. These are checked daily by the administration staff who follow up with families including by automated text messages and follow up phone calls.

Failure to meet attendance expectations will result in communication between school and home. This will be achieved through phone communication, letters, Police Liaison Officer visits and, where necessary, notifications. Strategies employed to increase attendance include

- Celebration of attendance at the end of each semester with our On Time Breakfast cooked for students who attend school on time by the Principal and Deputy Principal.
- End of term publication of attendance in the Communication Book
- Stickers for 100% at the end of each term – awarded by Principal/Deputy
- 100% attendance certificates at the Annual Awards Assembly.
- Aboriginal and Torres Strait Islander 93% attendance is celebrated through the Elder program and contributes to scholarship program.
- Class awards for 100% weekly attendance
- Recognition of 100% attendance of a class on the first day of every term

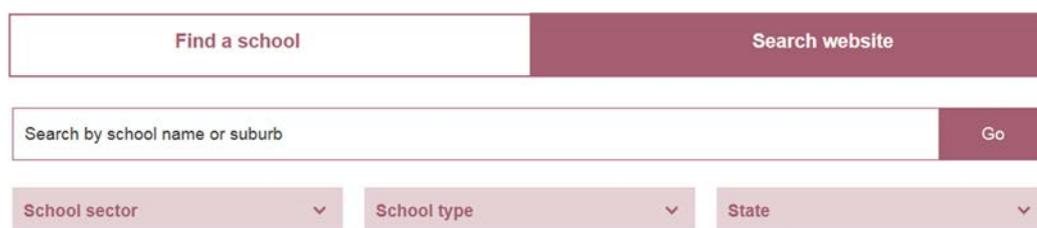
Students seeking leadership positions must have a level of attendance of 90% or higher in year 5 to be eligible for the role. This expectation is communicated to students through their schooling.

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.



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.