



Burpengary Meadows State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Burpengary Meadows State School was established in 2007. Underpinned by a living school ethos: 'Respect, Believe, Strive', our nurturing school culture and student focused customs, have developed students as strong, caring, creative and responsible young people. Our vision and mission focus on positive futures and citizenship and guide a school culture that supports the development of every child to achieve their dreams. The vision statement articulates our aim: to establish and maintain a community of life-long learners, who positively connect with and contribute to society.

A warm and friendly school community, Burpengary Meadows is dedicated to providing a safe, supportive, futures-oriented environment which focuses on continuous improvement, reflective practices and student aspiration to excellence, maximising learning and access opportunities for every child. Intervention and enrichment programmes are committed to the continual improvement of student outcomes and include school programmes that facilitate the 'National Curriculum' through Education Queensland's 'Curriculum to the Classroom' (C2C). School-wide collaborative planning, assessment and moderation processes ensure consistency and connectedness for every student in every classroom across the school. Curriculum delivery is enhanced by a focus on positive and supportive relationships, sustainability, citizenship, and leadership. Work towards embedding school-wide implementation of cross curricula goals, targets and differentiation is ongoing.

The expansion of ICT infrastructure is testimony to our commitment to information communication technologies and virtual learning. Our ICT Development Plan provides sequential acquisition of knowledge and skills.

As responsible, participative thinkers and young leaders, Burpengary Meadows' students work collaboratively and cooperatively in a school community environment based on consideration of others, mutual trust and respect. High expectations of student behaviour and application to curriculum ensure that our students are developing the habits and customs that will further enhance their capacity to seize opportunities and achieve their potential.

Burpengary Meadows' unique, supportive, positive behaviour program underpins all school activity and curriculum access. Of particular interest are: Instrumental music (Strings Groups and Concert Band) class music, choirs, and Songbirds vocal group; Developmental Sport (Inter- and Intra-School Sport and running club); Tech Club, XO Laptops and XO Mechanics; Maths & Science Extension; Student Leadership Program; Anti-Bullying Audit:- all based on cooperative, investigative and experiential learning philosophies, designed to enrich our school community. Calm, supportive behaviour strategies and school ethos underpin all activity and create an ideal teaching and learning environment which in turn affords all students ample opportunity to access the opportunities they need to progress towards their goals and the fulfilment of our school community developed vision and mission. The Burpengary Meadows community maintains a genuine focus on children and their futures. Activities undertaken throughout the year - in and out of classrooms - are saturated by not only love and support for the children in our school community, but a preparedness to do what it takes to ensure their safe access to quality teaching and learning, clear pathways to active citizenship and great, positive futures.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Aligned with the school's 2013 Quadrennial School Review, and in response to the Teaching and Learning Audit conducted in mid- 2013, the 2017 school year continued our focus on improving student outcomes through the BMSS Improvement Agenda.

Focus areas in 2017 were:

- Improvement of student performance in Writing and Cusp Upper two Bands students
- Consolidate Maths and Reading programs
- Reschedule and interrogate Data collection and use to inform teaching
- Begin Writing focus with Seven Steps to Writing
- Skilling staff in line with strategic priorities, in particular Sounds to Letters
- Embed school programs that support the Australian Curriculum and differentiation in C2C Assessment Tasks
- Continue the Professional Learning Committees (PLCs)
- Continue a school systems approach to intervention and differentiation through Enrichment Centre

Significant Strategies, Enhancements and Achievements in 2017

- Develop 'Non-Negotiable' classroom practices for Writing and review Reading and Numeracy
- Embed focus teacher aide resources on literacy and numeracy allocated to students' intervention
- Professional development for teachers that included:
 - Embed Professional Learning Community process, setting goals, tracking and feedback
 - Sounds to Letters, Differentiation, 7 Steps to Writing Success and Australian Curriculum
 - Embedded NCR Maths
 - Embed school-wide Spelling Program "Sounds to Letters"
 - Staff sharing best practice
- Continuation of collaborative year level planning meetings each term. In alignment with the Australian Curriculum, significant changes to the planning process included:
 - Increased focus on discrete subject areas (and allocated times) particularly in English, Maths and Science
 - Full implementation of adjustment process for C2C Assessment Tasks (Australian Curriculum) in English, Maths, Science History and Geography
 - Whole school moderation – develop protocols
- Review Assessment Schedule:
 - English, Maths and Science
 - Review Diagnostic Testing Schedule including – NCR diagnostics and PAT online
 - Systemic data collections (NAPLAN)
- Update Curriculum, Data and Professional Development Plans
- Student Performance Improvement Meetings (SPIM) were developed interconnecting ASoT Pedagogical Practices and two pieces of research from Hattie and Sharratt. Discussing progress with students in relation to key improvement agenda priorities using the Sharratt questions to draw from students the aspects of teaching that assist them in their learning.
 - What best helps you with your writing?
 - What strategies do you use?
 - What do you do in your classroom every day that helps you improve in your writing?

- Are you improving?
 - How do you know you are improving?
- All questions and discussion points related to knowing how you know you are improving. These meetings occurred in Terms One and Four, the Principal and Deputy met initially with a group of students selected by teachers from the data which indicated that they were very close to moving into the upper two bands. Following these meetings, feedback was provided to individual classroom teachers to outline the main points from student conversations. Coincidentally in every case there were emerging themes of best teaching practice to enhance learning and indications to guide next steps in each teacher's pedagogical improvement journey. This information was then collated and key points presented to whole staff in the context of major research and to school community at New Year Information Session. SPIMs have revolutionised the way that we do business and evolve a feedback and cyclic approach to the art and craft of teaching and learning
- Identify student needs and develop strategies to 'add value' to every student's performance, 2017 focused on
 - Writing while maintaining Reading and Numeracy.
 - Plan for improvement in NAPLAN performance – maintain NMS improvement and embed U2B focus
 - Increase data literacies and embed in practice making transparent for students
 - Review classroom practices to ensure data analysis impacts drive classroom practice
 - Embed visible learning, goal setting and develop robust feedback cycle.
- The school leadership and support team continue commitment to being involved in classrooms to embed high expectations regarding effective teaching practices in Writing, using the Gradual Release Coaching model
- Embed Early Years Literacy/Numeracy Strategies and close with tracking process
- Target support for students identified in data as requiring support, and track their progress and program effectiveness
- Enrichment Centre for Learning Support by allocating the design and implementation of all funded Intervention strategies to the STLaN (in consultation with the Principal). Early Years Intervention and Phonological Awareness intervention
- Speech and Language Pathology (SLP) screening of Prep students to ensure early identification of developmental needs that impact on learning. Apply resources to support interventions for those identified
- Success celebrated, evaluated and reported to staff and parents

Future Outlook

Overview

Continued Improvement Agenda in 2018. Focus points include:

- Continued implementation of the Australian Curriculum in English, Maths, Science, Humanities and Social Sciences (HASS)
- Embedding Writing through the Gradual Release Coaching model
- Key writing focus, develop Writing Non-Negotiables and Writing Programme focus
- Continue Maths, Reading and Spelling embedding progress
- Track effectiveness of student achievement through summative assessment in Writing (Upper 2 Bands, National Minimum Standards and A-E Data)
- Tighten targeted intervention programmes and enhance differentiation for all students
- Track effectiveness of targeted intervention programmes using Narrow Cast Data
- Celebrate success of Phonemic Awareness and Early Years Literacy / Numeracy Programs
- LOTE for years 4, 5 & 6
- Improve links with Early Years providers by working with our cluster project
- Improved Prep Transition Programme

Significant Strategies and Enhancements planned for 2018

- Continue development of the Australian Curriculum through C2C Assessments to suit the context of the classroom, the whole-school commitment to two units each term and the common moderated assessment pieces. Embed process for differentiation of assessment
- Continue to embed classroom practices for the teaching of Writing
- Maintain 'Non-Negotiable' classroom practices for the teaching of Reading, Spelling, Numeracy, Grammar and Punctuation and Maths.
- Professional development for teachers to include:
 - Writing – Australian Curriculum implementations and Writing Mechanics (Sentence and Text Structure, Paragraphs and Cohesion)
 - SPIMs – review and refine – ensuring clear line of sight between coaching, classroom practices, and teacher development, sharing best practice, transparency, passion and improvement focus and student outcomes
 - Continue the development summative assessments tools for Writing
 - Review the implementation and effectiveness of the Sounds to Letters programme
 - Integrating spelling and phonics programs alignment with C2C spelling linked “Sounds to Letters”
 - NCR Maths – continue data collection and use to guide practice and student improvement – Pre and Post Test
 - Embed Gradual Release Coaching Model, school-wide feedback culture, goal setting, tracking achievement and independent learners engaged in the connections that drive improved outcomes
 - Continue to develop quality literature collection in school library and student home reading program (P-3+)
 - Continue feedback culture implementation through Gradual Release Coaching Model and Student Performance Improvement Meetings (SPIM)
 - Review ‘Early Intervention’ Processes with addition of tracking mechanism based on data review
 - Refocus ‘targeted intervention’ using data and tracking of individual student improvement via tracking tool – Narrow Cast Database
 - Narangba / Burpengary Early Years Learning Strategy – transition from early years to Prep enhancing Prep Transition

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	571	283	288	17	96%
2016	597	292	305	13	97%
2017	624	306	318	12	96%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The catchment area for students from Burpengary Meadows State School consists of a mixture of urban and acreage. The percentage of students identifying as Indigenous represents approximately 3% of the student population. Families are aspirational and contribute much thought and time to assist children in understanding their environment and positioning them as young aspirant adults with social conscience.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	24
Year 4 – Year 6	25	25	24
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- Literacy and Numeracy 'Blocks' for the Australian Curriculum: English and Mathematics
- Sounds to Letters Phonics Programme
- Seven Steps to Writing
- NCR Maths
- Intervention Programmes - Learning Support and Special Needs
- Assessment and Curriculum Differentiation focus to extend and enrich learning access
- Burpengary /Narangba Science Maths Academy (NVSHS) and PULSE (BSSC)
- Instrumental Music – Strings, Brass, Woodwind and Percussion
- Japanese (LOTE) in Years 4, 5 & 6
- Narangba Valley SHS – CO2 Challenge – Year 6
- High School Transition Program – Narangba Valley SHS and Burpengary State Secondary College
- Camps for Years 4 and 6

Co-curricular Activities

- School Choirs
- Songbirds Vocal Group
- Strings Ensembles
- Concert Band
- School Cluster Speaking Competition
- Talent Quest
- Running Club
- Tech Club
- XO Mechanics
- Gala Days Interschool Sports Program for Years 5 & 6
- 'Student Leadership Development Program' for students in Years 5 & 6
- Netiquette – Cyber safety and appropriate use of social media
- Participation in competitions and tests for Writing, Reading, Spelling, English, Mathematics, Computer Skills and Science (including ICAS, Spell-a-thon and Premiers Reading Challenge)

How Information and Communication Technologies are used to Assist Learning

Information Communication Technologies are an integrated part of everyday teaching and learning at BMSS. Smart Boards are utilised in every classroom to enhance learning, integrating the latest technologies in all aspects of curriculum. Along with the integrated use of interactive whiteboard technologies, each middle-phase classroom has access to an adjoining computer minilab equipped with web-enabled computers and printer access. This access enables all students to utilise ICTs in new and exciting ways of learning, and to research and produce published work using digital technologies.

Social Climate

Overview

The social climate of Burpengary Meadows State School is identified in staff, parent and student surveys as supportive and encouraging. Important contributing factors include:

- Positive behaviour program that celebrates and rewards responsible, self-regulating behaviour
- Weekly Behaviour Lessons
- Strong anti-bullying program and annual anti-bullying audit and support for students
- Chaplaincy Program that supports students with pastoral care and events, building personal resilience and accountability, relationships, social skills and responsibility

- P&C presence within the school
- Parent participation and involvement
- Chaplaincy morning tea and Play Group for parents of 0-5 year old children once a week
- Chappy Breakfast for all students during the NAPLAN week of assessment
- Functions such as: Chaplaincy Family Hoe Down and Talent Quest, Under 8's Day, ANZAC Ceremony, School Captains Investiture, Book Week, Mateship Day, Crazy Clothes Day for Victims of Domestic Violence, Sorry Day, Harmony Day, Art Auction, Instrumental Concerts, Student Fair Day, Chaplaincy Fun Run, and Terrific Start Tissues and Tim Tams for parents.
- The Learning Enhancement Committee that identifies and supports student needs via referral to appropriate agencies and dedication of school supports and resources
- Indigenous Community Advisor – working to enhance understands for all students' tolerance, inclusivity
- Lunchtime games room, Supported Play, outdoor chess area, play facilities
- Supported Play focus on Social skilling programmes
- The Student Leadership Roles and Responsibilities – supporting and nurturing younger students
- Priority and focus – student centered and focused on passion, being the best you can be every day, understanding, kindness, nurture and support

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	95%	94%
this is a good school (S2035)	98%	100%	97%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	99%	98%	100%
their child's learning needs are being met at this school* (S2003)	93%	98%	91%
their child is making good progress at this school* (S2004)	95%	97%	92%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	95%	97%
teachers at this school motivate their child to learn* (S2007)	93%	98%	95%
teachers at this school treat students fairly* (S2008)	92%	90%	94%
they can talk to their child's teachers about their concerns* (S2009)	97%	95%	98%
this school works with them to support their child's learning* (S2010)	95%	95%	89%
this school takes parents' opinions seriously* (S2011)	93%	92%	95%
student behaviour is well managed at this school* (S2012)	93%	93%	97%
this school looks for ways to improve* (S2013)	95%	95%	97%
this school is well maintained* (S2014)	97%	98%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	96%	91%
they like being at their school* (S2036)	89%	92%	87%
they feel safe at their school* (S2037)	89%	93%	86%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers motivate them to learn* (S2038)	93%	95%	98%
their teachers expect them to do their best* (S2039)	97%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	93%	91%
teachers treat students fairly at their school* (S2041)	81%	91%	85%
they can talk to their teachers about their concerns* (S2042)	90%	90%	86%
their school takes students' opinions seriously* (S2043)	86%	87%	83%
student behaviour is well managed at their school* (S2044)	82%	90%	78%
their school looks for ways to improve* (S2045)	96%	97%	95%
their school is well maintained* (S2046)	91%	94%	83%
their school gives them opportunities to do interesting things* (S2047)	88%	91%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	95%	100%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	92%	90%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	90%	97%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	100%	97%	97%
student behaviour is well managed at their school (S2074)	100%	97%	97%
staff are well supported at their school (S2075)	94%	95%	93%
their school takes staff opinions seriously (S2076)	91%	95%	93%
their school looks for ways to improve (S2077)	98%	100%	97%
their school is well maintained (S2078)	98%	97%	92%
their school gives them opportunities to do interesting things (S2079)	94%	92%	95%

* 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

Our school community is highly committed to their children's education and strives to provide assistance for the school to provide experiences that will develop students to their potential as capable and responsible young adults who independently contribute to society.

Our "Respect, Believe, Strive" ethos underpins an amazing school culture where students, teachers and families work together believing in what is possible and striving for excellence. During the 2017 school year significant examples included:

- 10 year celebration of BMSS with students, staff, parents and the community
- Parents continued to be involved in assisting in classrooms on a roster system
- Parents attended celebration parades each term to celebrate student achievements

- Parent Chaplaincy Tissues and Tim Tams and playgroup
- School referred parents to our EYC Positive Parenting Program and a range of support programmes
- Parents are involved with the development of student ISPs and ICPs and commit to their contribution to the support plan
- Open transparent communication – formal and informal communication
- Parents and Citizens Association support strategic direction and strategies that focus on student improvement
- There were a number of functions across the year, including Parent Information Sessions, Parent Teacher Interviews, Weekly Parades, Under 8's Day, Class Learning Celebrations, Sports Days, Harmony and Anti-bullying Day, Sorry Day, NAIDOC painting activities, the School Concert and the Art Auction that enabled parents and carers to share in aspects of their children's education
- Parent attended cluster based activities including the Public Speaking Competition and the Cluster Showcase
- Parents volunteered to support school banking, home readers, tuckshop, uniform shop, stalls, Art Auction, fundraisers and various activities around the school to assist both students and teachers

Respectful relationships programmes

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

- Distinct behaviour lessons
- School-Wide Positive Behaviour Programme and Awards
- Principal's Kindness Awards in every class
- Inclusive classrooms culminating in Inclusivity Award dedicated for presentation to one Year 6 Graduate
- Social Skilling in Supported Play
- Anti-Bullying Audit and support programme
- Weekly focus on parade of school values Respect, Believe and Strive
- Gotcha Awards
- Respect, Believe and Strive Award rounds given out at each parade to one student per class (living school motto)
- Leadership Programme – student leaders nurture and support Prep and younger students

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	7	7	11
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school continues to minimise its environmental footprint through:

- Paper recycling run by senior leaders
- Utilising treated sewage for underground irrigation for the oval
- Rainwater tanks to irrigate our landscaped gardens

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	259,201	
2015-2016	296,474	
2016-2017	295,937	

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

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 <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	47	27	<5
Full-time Equivalents	37	17	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	8
Bachelor degree	35
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

**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 2017 were \$15 450.00

The major professional development initiatives are as follows:

- 7 Steps to Writing Success School Professional Development
- Early Years Conference
- Sounds to Letters
- Rod Campbell Literacy
- Behaviour Management
- Essential Skills for Behaviour Management
- First Aide, Diabetes & Anaphylaxis Training

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	94%	91%

*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.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

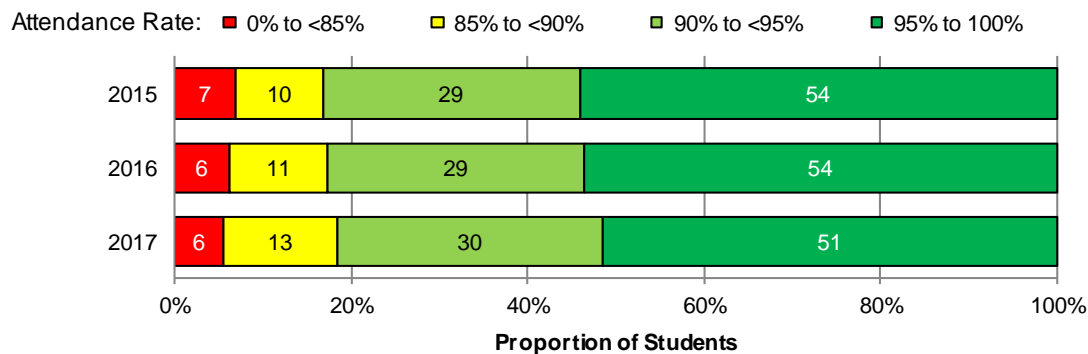
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	93%	95%	94%	95%	94%	94%						
2016	96%	94%	94%	95%	93%	95%	94%						
2017	93%	94%	93%	94%	94%	94%	95%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

Top Attender Awards are awarded to those students whose attendance rate is between 96% and 100%. Kindness Awards and behaviour awards in addition to strategically placed celebration days also encourage increased attendance.

Non-attendance is managed in state schools in line with the DET 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.

In addition to formal requirements outlined in above policies, BMSS performs additional tasks to highlight loss of learning hours to parents. Two points of information are collected by the Principal:

- Following 3 and 5 days of unexplained absence, letters are posted to alert family and offer assistance.
- Teachers inform Principal if they become concerned in relation to students absence.

In circumstances of consistent explained or unexplained absence, the Principal/or allocated staff contact family every day to offer assistance. The Guidance Officer becomes involved with the addition of Chaplain and outside agencies as circumstances determine. We work together to do what it takes to support students and their families to overcome the difficulties that can impact regular attendance.

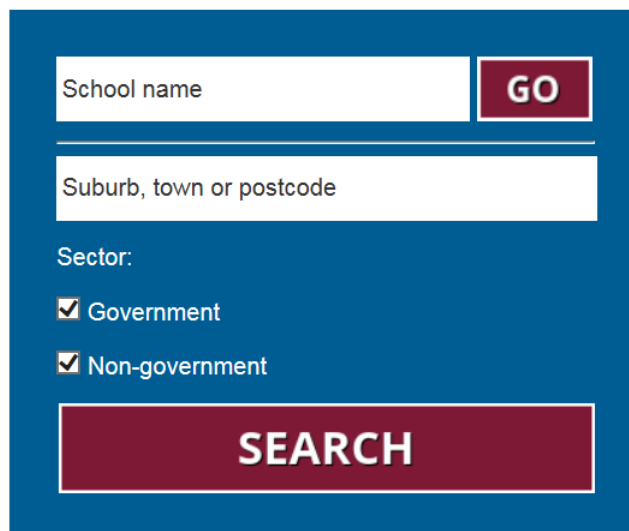
Rolls are marked twice daily on OneSchool and checked daily by office staff. Consistent non-attenders are monitored on a daily basis and action taken as needed. This may include contacting carers / parents and other agencies or supports involved in supporting the student to attend regularly.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.