



Riding the Waves to Success

Currimundi 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

Situated near Caloundra, on the beautiful Sunshine Coast, Currimundi State School provides co-educational education from Prep to Year 6 for around 600 students. Currimundi is a ***small, friendly school by the beach where students thrive!*** The beach environment is part of our extended classroom and our annual beach carnival is something to behold.

Fundamental to our Learning and Teaching Framework are the three key players in the classroom – the student, the teacher and the curriculum. We recognise that the positive relationship between the teacher and the student is a foundation to learning. We have a culture of viewing students by their strengths and not their deficits and of proactively developing skills in our young people so they can take greater control of their learning. We believe that ***young people have fires within waiting to be lit*** and we strive to ignite their ‘spark’.

Teachers have a deep understanding of the Australian Curriculum and the critical skills for the 21st Century embedded within. These include critical and creative thinking skills, personal and social skills and more. Our teachers have significant expertise in engaging our students in the curriculum through a range of evidence-based teaching practices. Student wellbeing is important to us; we actively build the wellbeing assets of resilience, hope, social-emotional skills and more. In all facets of schooling, we have deep connections to our community and tap into community expertise to support our students.

We have a powerful approach to the teaching of reading in the early years, setting our student on a trajectory of success and we implement early intervention approaches when any student falls behind. We are preparing our students for success at school, the labour force and life through our futures objective of “***empowering our young people to create their future.***” Each day at Currimundi we strive to attain our vision of “***Riding the Waves to Success***”.

A little bit of history . . .

Currimundi State School is situated 4 kilometres north of Caloundra, and was established in 1977. Currimundi’s student population exploded as the Sunshine Coast grew until nearby Talara State College was built and since that time we have maintained just under 600 students each year.

In addition to our classrooms from the late 1970’s we now have a magnificent Hall for Musicals, Assemblies, Physical Education, and our Outside School Hours Care (OHSC) now run by the YMCA.

Currimundi also boasts an amazing library; which might best be called our “Imagineering” Hub, providing a wonderful blend of building our students’ imagination through our many books and activities plus a Computer Laboratory, a Science Laboratory and a Digital Technology Laboratory. Our outdoor facilities include Tennis Courts, Basketball Courts, dedicated play equipment and massive ovals, and the beach and Pacific Ocean. We are also a short walk to Currimundi Lake and the facilities of the Currimundi Recreational Centre.

Just imagine you were a teacher in the ‘80’s or 90’s and were transferred to a beautiful school by the beach with delightful students – would you ever want to leave? Teachers arrived, loved it and stayed and the school matured and shone. Over the past few years many of these teachers have retired and now we have a wonderful blend of experience and young but highly accomplished teachers. Many of our younger teachers have taught in regional and remote parts of Queensland and bring a confidence and competence from having to be everything to everyone in those centres.

At the present time, catering for the needs of our students is a staff consisting of a Principal, two Deputy Principals, Head of Curriculum, Head of Special Education Services, Business Manager, 40 teachers, Specialist Teachers and 15 amazing non-teaching staff members. Currimundi State School became an ‘Independent Public School’ in 2017. As an Independent Public School (IPS), we have a School Council, comprised of staff & parent representatives, Principal and P&C President. The School Council informs the Strategic Direction of the school, whilst ensuring a strong local context and building community partnerships.

School progress towards its goals in 2018

In 2018 we had four school improvement goals and two additional classroom goals. Our classroom goals were:

1. To have lesson goals visible and known to students and a means to gauge success towards those goals for every lesson episode, every day.
2. To explicitly teach the Personal and Social capabilities within the Australian Curriculum whenever they fit across the curriculum. Building these social-emotional skills lays part of the foundations for success in school, the work force and life.

Our four school imperatives were to:

1. Develop **Teacher Teams** for each year level where the team powers improvement for all students across the entire year level. This taps into the combined experience/expertise of the team. Each team had a co-pilot from middle management to work alongside the team to support them.
2. Improving **reading** is so important to every child no matter their performance level that it is always a priority. The introduction of an evidence based approach to reading in Prep resulted in a 50% increase in the number of students achieving an A-C in English by the end of Prep – this astounding improvement has been book-ended with a 50% reduction in the proportion of students who required reading intervention in Year 1 2019. Our NAPLAN literacy results were significantly above those from 'like' schools.
3. **Science, Technology, Engineering and Mathematics** were a key focus where we employed a teacher to drive improvements in digital technologies. We have made massive gains in this area with all students strongly connected to robotics, coding, algorithms, and other elements of digital technology. Our NAPLAN numeracy results were significantly above those from 'like' schools. The student to computer device ratio and the percentage of operational devices have both been maintained at an unprecedented level at Currimundi State School.
4. **Learning and Thriving is a major goal.** Two major elements to this goal are measuring wellbeing assets (resilience, hope, social-emotional skills, sense of belonging and more) of our Year 4-6 students and building student's capacity for focussed and sustained attention in Prep and Year 1.
 - a. Once wellbeing assets are measured we share the data with teachers, parents and our CSS Student Wellbeing team to devise strategies for the school and families and peers. Currimundi led a seven-school coalition of schools wellbeing project in 2018 with schools sharing their approaches to build wellbeing assets.
 - b. Our CalmSpace project (Prep and Year 1) resulted in statistically significant increases in the three core Executive Functions of levels of working memory, cognitive flexibility, and inhibitory control. The project led to reduced levels of hyperactivity and impulsivity and increased focused and sustained attention levels. This approach has been a strong contributor to our excellent Prep. English results.

Future outlook

In 2019, we will continue our improvement journey with our four school improvement areas but add two further classroom goals:

1. Critical and creative thinking skill development
2. Cooperative learning approaches

Our 2019 whole school targets across the four improvement areas include:

- To lift each student whether they have As through to Es and consequently improve the % students in A-C in English, Mathematics and Science. Targets are cohort-specific but average 85%.
- Upskill 100% teaching staff in digital technologies by end of Term 4.
- Build a love for, and high-levels of positive attitudes in all students towards Science.

- Increase the percentage of P-6 students at or above Currimundi Reading Year Level Benchmarks from 2018 levels; 90% of Prep students achieving the Term 4 benchmark PM level ≥ 5 ; 95% of Year 1 students achieving the Term 4 benchmark PM level ≥ 16 ; 95% of Year 2 students achieving the Term 4 benchmark PM level ≥ 20
- Increase A-C% (at or above) in English to 85% in both semesters for P-6.
- Surpass similar schools in NAPLAN Reading MSS and U2B; 100% of year 3 students meeting NMS in NAPLAN Reading
- Increase motivation of students to read independently as measured by their performance in the Accelerated Reader 'word clubs' i.e. student #'s in 10,000, 50,000, 100,000, 500,000 and 1,000,000 word clubs
- At least 85% of at-risk students in Reading in Years 1 to 5 achieving at least at their reading level, or 'C' standard, or at NMS by or before end of year 5.
- Build a measureable increase in student wellbeing assets including resilience, social-emotional skills, sense of belonging, and hope. A measure using the Resilience Survey (Resilience Youth Australia) in Term 1 will establish a baseline. The target is to lift levels to above that of national averages for each of these assets by end of Term 4.
- Empower the CSS Wellbeing Committee through the use of wellbeing data to guide the approach involving school, peers, families and community.
- Implement refined "Sparks" electives in Semester 1 and 2, then review and evaluate through student, parent, and teacher surveys and improve as required.
- Improved Executive Functioning in Prep-1 students through **CalmSpace** – with similar significant gains to our 2018 trial.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	594	582	579
Girls	246	243	246
Boys	348	339	333
Indigenous	36	35	32
Enrolment continuity (Feb. – Nov.)	95%	92%	93%

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

Six percent of our students are indigenous and we have 5% of students with a verifiable disability. We have a small percentage of students who speak a variety of languages at home Polish, Japanese, Mandarin, Croatian,

Thai, German, Hindi, Portuguese, and Swedish. We have a supportive parent population who enjoy the wonderful benefits of our beachside location.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	23
Year 4 – Year 6	26	26	26
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

Currimundi State School teaches the Australian Curriculum from Prep to Year 6. The Australian Curriculum sets the expectations for what all young Australians should be taught, regardless of where they live in Australia or their background.

The Australian Curriculum is a three-dimensional curriculum that recognises the central importance of:

Learning area knowledge, skills and understanding (for each of eight learning areas: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies (Design and Digital) and Languages - Italian),

General capabilities (skills for the 21st Century): Literacy; Numeracy; Information and Communication Technology Capability; Critical and Creative Thinking; Personal and Social Capability; Ethical Understanding; and Intercultural Understanding. These are incorporated into each of the eight learning areas.

Cross-curriculum priorities: Aboriginal and Torres Strait Islander Histories and Cultures; Asia and Australia's Engagement with Asia; and Sustainability. These are developed, where relevant, through the learning areas.

Teachers at Currimundi State School have developed a deep understanding of the Australian Curriculum and actively customise and localise it to suit our context. Teachers plan with the Head of Curriculum each term to develop the most engaging units of study for all our students. As we are in close proximity to the beach, we actively seek ways to utilise our local environment to enhance learning.

Co-curricular activities

Currimundi State School offers many co-curricular activities including:

- Surf Life-Saving Skills program
- Surfing Excellence and Surfing Development programs
- Deadly Homework Club
- Swimming program for Prep – Year 4
- Interschool Sports including Rugby League, Netball, Cricket, Basketball and Oz-Tag.
- Tennis
- Tuff-Curra
- Beach Carnivals
- Curra's Got Talent
- Musical (every two years – with the next musical in 2019)

- A full range of excursions (Camp programs in Years 5 and 6) and incursions
- Four Portfolios for Year 5 and 6 leaders to promote involvement across the school – The Arts, Peer Support, Innovation, Environment
- Student Council
- Robotics Club
- Book Week, Book Club and Book Fairs
- Accelerated Reader, Athletics, Reading Eggs
- Music Bus program
- Instrumental Music
- Outside School Hours Care and Vacation Care services provided by YMCA
- Voices on the Coast

How information and communication technologies are used to assist learning

Currimundi students have access to many laptops, iPads, Tablets and desktops computers and a large number of Apps for learning. There is a very high ratio of devices to students. Our digital technology resources have been markedly expanded in 2017/2018 and all students have scheduled access to robotics and coding learning opportunities. A digital technology coach was introduced in 2018 to build the capacity of both students and teachers in the effective use of digital technologies. The use of technologies is fully integrated across the curriculum.

Social climate

Overview

The school takes a positive child/youth development (PYD) approach to building wellbeing assets in our students as a foundation for learning and for our young people to effectively work and play together. PYD belongs to the broader 'positive schools' approaches. Within a PYD culture, students are considered as assets (not liabilities); they are defined by their strengths and not by deficits. It is a proactive approach where we actively build their skills including social-emotional skills, team skills, resilience, sense of belonging and optimism.

Our key actions to build such capabilities include modelling these skills in the classroom each day, via videos of students displaying exemplary behaviours, and to explicitly teach Personal and Social capabilities across all curriculum areas.

In Years 4 to 6 we measure the wellbeing assets mentioned above and engage parents in workshops to work together to celebrate strengths and promote wellness with interventions in areas of need (as identified by the measures). We have a CSS Student Wellbeing team of parents and staff to support this approach.

In 2018 Currimundi, supported by a regional grant, led the Caloundra Coalition of schools in a major wellbeing project to build wellbeing in about 2300 Years 4 to 6 students across the seven schools and work together to share our successes.

In Prep and Year 1 all teachers implemented an approach called CalmSpace where teachers gently but expertly support students to be able to focus and sustain their attention on what they are currently doing. Through the use of simple, daily, mindful techniques, student measures of working memory, cognitive flexibility, and inhibitory control were statically improved well above that of the of their developmental level. A CalmSpace workshop was well attended by parents.

Currimundi State School has a Behaviour Management Plan that aims to create an environment where every member of the school community is able to function to the best of his or her ability and feel safe and secure to support each other in 'Riding the Waves to Success'. The school's Special Needs Committee, Guidance Counsellor and Chaplain support the individual needs of our students.

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)	95%	100%	98%
• this is a good school (S2035)	100%	100%	98%
• their child likes being at this school* (S2001)	100%	98%	98%
• their child feels safe at this school* (S2002)	100%	98%	98%
• their child's learning needs are being met at this school* (S2003)	93%	95%	97%
• their child is making good progress at this school* (S2004)	91%	98%	95%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	93%	93%
• teachers at this school motivate their child to learn* (S2007)	93%	100%	95%
• teachers at this school treat students fairly* (S2008)	90%	98%	97%
• they can talk to their child's teachers about their concerns* (S2009)	92%	95%	97%
• this school works with them to support their child's learning* (S2010)	91%	98%	97%
• this school takes parents' opinions seriously* (S2011)	86%	97%	96%
• student behaviour is well managed at this school* (S2012)	93%	93%	93%
• this school looks for ways to improve* (S2013)	95%	98%	97%
• this school is well maintained* (S2014)	95%	95%	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.

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%	96%
• they like being at their school* (S2036)	98%	95%	87%
• they feel safe at their school* (S2037)	95%	95%	90%
• their teachers motivate them to learn* (S2038)	93%	98%	92%
• their teachers expect them to do their best* (S2039)	98%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	87%
• teachers treat students fairly at their school* (S2041)	86%	94%	80%
• they can talk to their teachers about their concerns* (S2042)	87%	90%	84%
• their school takes students' opinions seriously* (S2043)	93%	90%	90%
• student behaviour is well managed at their school* (S2044)	94%	90%	84%
• their school looks for ways to improve* (S2045)	99%	98%	98%
• their school is well maintained* (S2046)	95%	94%	95%
• their school gives them opportunities to do interesting things* (S2047)	98%	96%	94%

Percentage of students who agree# that:	2016	2017	2018
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* 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%	97%
• they feel that their school is a safe place in which to work (S2070)	96%	98%	97%
• they receive useful feedback about their work at their school (S2071)	93%	100%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	92%	95%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	98%	100%	97%
• student behaviour is well managed at their school (S2074)	96%	100%	88%
• staff are well supported at their school (S2075)	96%	100%	86%
• their school takes staff opinions seriously (S2076)	91%	100%	85%
• their school looks for ways to improve (S2077)	98%	100%	100%
• their school is well maintained (S2078)	95%	95%	89%
• their school gives them opportunities to do interesting things (S2079)	95%	98%	88%

* 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

Currimundi has a highly active P&C and as an Independent Public School (IPS) we have a School Council. Our school council is focussed on establishing community links to support our student outcomes and to work with the school community to establish our strategic direction. The school council polled our parent group to determine those skills they considered as critical skills for the 21st Century. The parent feedback strongly supported the building of key skills including teamwork, resilience, seeing things from other's perspectives, communication skills. These desired skills were remarkably similar to the feedback from our whole staff in the Student Professional Development days. Our draft strategic direction emerging from our school council is to "empower our young people to create their future." We can empower our young people by building the seven general capabilities of the Australian Curriculum, which encompasses this feedback from parents.

We run a range of parent workshops each year including wellbeing, CalmSpace, and our evidence based approach to early years reading. We celebrate our learning through various events including culmination for our Sparks electives for Years 4-6 (which are designed to ignite the fires within our young people).

Each year we run an Under 8's day-style event to celebrate the reading progress of our Preps and to show prospective parents what our school offers to our early learners. The school engages up to 20 Pre-service teachers to work with us to run a truly engaging event to showcase the great work being achieved in Prep.

Respectful relationships education programs

Classroom teachers teach the Australian Health curriculum, embedding the Social and Ethical general capability, which has a strong focus on Respectful Relationships. All teachers have access to the Victorian Education resource “Resilience, Rights and Respectful Relationships.”

CURRA Kids Stand Tall Approach

This approach is taught school wide at the beginning of each year and is constantly reinforced throughout the year. The Stand Tall approach is a strategic way to deal with bullying. Students are taught the processes and are given practical examples of its application. Lessons may include role plays, modelling and scenario discussions.

The CURRA Kids Stand Tall Program consists of three steps:

1. TALK
 - Friendly “I” message
 - Firm “I” message
 - Stop or I will report
2. WALK
 - Walk away
3. SQUAWK
 - Report to the teacher / staff

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	32	16	12
Long suspensions – 11 to 20 days	2	0	0
Exclusions	1	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

Currimundi State School has embarked on a school-wide approach to recycling in partnership with the Sunshine Coast Council.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	155,005	177,495	187,526
Water (kL)	1,412	1,439	2,523

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.

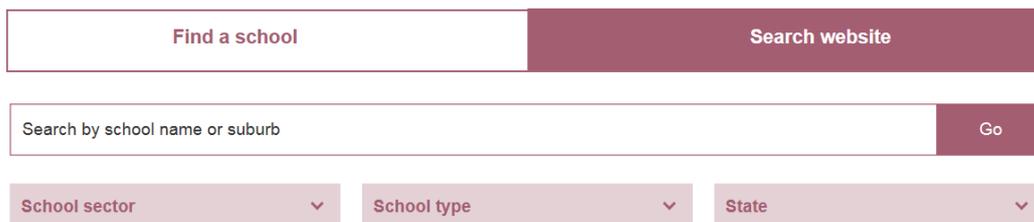
School funding

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.



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

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	46	26	<5
Full-time equivalents	37	17	<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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	5	
Graduate Diploma etc.*	4	
Bachelor degree	35	
Diploma	2	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 73,216

The major professional development initiatives are as follows:

- IntiaLit training
- Deepening teacher understanding of the Australian Curriculum and its achievement standards – through Teacher Team planning days
- Working with Coalition School partners
- Digital Technologies, robotics and coding
- NCR curriculum road shows
- Essential Skills for Behaviour Management
- Positive Schools and Generation Next
- Mentoring program
- CalmSpace training

The proportion of the teaching staff involved in professional development activities during 2018 was 97%.

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.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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	93%	93%	93%
Attendance rate for Indigenous** students at this school	87%	88%	89%

* 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

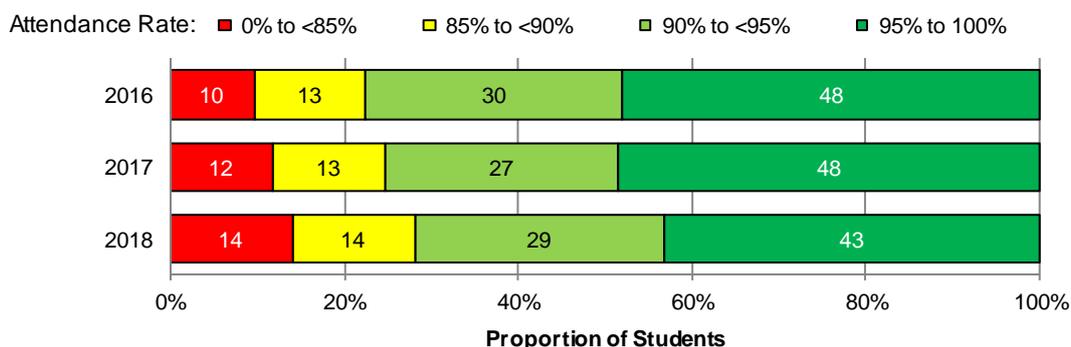
Year level	2016	2017	2018
Prep	94%	93%	93%
Year 1	93%	92%	92%
Year 2	93%	94%	93%
Year 3	93%	94%	94%
Year 4	93%	93%	93%
Year 5	94%	92%	92%
Year 6	92%	92%	91%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

The school expects parents/caregiver to contact the school in advance if they know their child is to be absent. Since 2017, Currimundi SS sends an SMS message to the parent's mobile phone if a student is recorded as being absent without an explanation. Additionally, in the case where poor attendance becomes a concern,

1. School identifies unexplained or unsatisfactory absences or patterns of absences for example:
 - when a student is absent for three or more consecutive school days
 - where there is a persistent pattern of unexplained absences or absences without reasonable excuses
 - where a student's attendance is reasonably considered unsatisfactory by the principal.
2. Authorised officer at the school confirms that child is obliged to attend and that no circumstances exist where the parent's obligation does not apply.
3. Authorised officer at the school contacts both parents and determines if there is a reasonable excuse for not ensuring their child is attending school, using the Director-General's Guidelines for authorised officers on how to determine whether parents have a reasonable excuse for the purposes of ss.176 and 239 of the Education (General Provisions) Act 2006.
4. School offers support to family to ensure child's attendance improves. All efforts, including records of meetings and conversations, must be documented in OneSchool (e.g. phone calls, home visits, contact with local police, referral to Youth Support Coordinator or other support worker).
5. Authorised officer at the school considers whether an exemption from schooling, flexible arrangement or alteration to a student's educational program is appropriate and required.
6. If the child is still not attending regularly after three weeks (15 school days) of the first attempt to contact parents, commence NOTICE – Failure to attend process.

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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

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