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| Butchers Creek State School |
| ANNUAL REPORT |
| 2018 |
| Queensland State School Reporting |
| Every student succeeding State Schools Strategy Department of Education |

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| Contact information |
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* the [Queensland Government data](http://data.qld.gov.au/) website
* the Queensland Government [schools directory](https://schoolsdirectory.eq.edu.au/) website.
 |
| Contact person | Principal – Paula Shirley |

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| From the Principal |
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School overview

Butchers Creek State School is a small, rural school situated 13 kilometres from Malanda on the Atherton Tablelands and was established in 1913. Butchers Creek State School is committed to continuous improvement and strives to provide high quality learning and teaching programs delivered in a supportive environment. The school site is located on two hectares of land on the eastern edge of the Great Dividing Range, overlooking the Atherton Tablelands. Its geographic location places it in an extremely high rainfall zone, a factor that has major impacts on everyday school life. The school services a district that is primarily a dairying and beef fattening area but the composition of the community has altered quite significantly in recent years. Many rural holdings have been purchased by families whose primary source of income is other than from farming.

Our school proudly celebrated its centenary in 2013 and brought together staff, students, parents and members of the community both present and past. Our school motto is *Strive as One* and this provides staff, children and parents with many opportunities to contribute to our school community.

The involvement of parents in the life of our school is a vital ingredient in our success. Our staff is a very experienced, cohesive team that cares for our children and for each other. Students have the opportunity to contribute through the student council and many leadership positions.

This School Annual Report provides a concise picture of Butchers Creek State School in terms of the school and staff profile, curriculum offerings and social climate. The report also includes a snapshot of student performance through a summary of NAPLAN and an overview of school community satisfaction using data from school opinion surveys.

School progress towards its goals in 2018

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| **Focus Area** | **Strategies** | **Outcomes** |
| **Explicit Teaching**  | * Implement the Explicit Improvement Agenda in writing.
* Confidence in analysis of student work and growth based on Literacy Continuum
* Formulation of goals and implementation of writing activities to support student growth
* Communication to staff, parents, students
* Provide Professional Development
* Data meetings
* Effective Writing Instruction Readers Bookclub for staff
* Engage with others focusing upon writing as their explicit improvement agenda
* Provide coaching, modelling and feedback
 | Staff attended professional development on the Early Start and Literacy ContinuumData Meetings focusing upon plotting students’ progress on the Literacy Continuum occurred each 5 weeks. Students writing goals were formulated as a result of these data meetings.Goals were communicated to parents in the communication books.Goal were communicated to students and reminders were placed on their desks. Readers Bookclub on the ‘Effective Writing Instruction’ Text was implemented and continued.  |
| **Analysis and Discussion of Data**  | * Develop knowledge, understanding and ability to use Data Cycles to promote learning.
* PD
* Record student growth
* Moderation
 | Staff attended professional development on the Early Start and Literacy ContinuumData Meetings focusing upon plotting students’ progress on the Literacy Continuum occurred each 5 weeks. Plotting of students growth on Literacy continuum and then entered into One School – This is ongoing. Paper version of progress completed. Data entry to continue. |
| **A Culture that Promotes Learning**  | * Staff and Community engage with BCSS through digital platforms
* Upskills staff on the Website platform in order to oversea regular updates on the site including newsletters, photos, news, documents etc.
* Upskill staff on the Facebook platform to regularly engage with parents, grandparents, carers and staff
 | Staff were delegated the rolls and time to participate in PD so that they could manage the digital platforms of the website and Facebook.Facebook site is regularly updated with photos of student’s achievements, fundraising opportunities, reminders etc.  |
| **Targeted use of School Resources**  | * School Resources are directly aligned to current need of the school
* Pooling of funding to support the purchase of additional Teacher Aide hours to implement Explicit Improvement Agenda in Writing
* Sourcing of relevant PD to support Explicit Improvement Agenda
* Review Asset Replacement Schedule to reflect accurately items to be replaced
* Wireless Upgrade
 | Wireless upgrade completed. Funds budgeted to be recovered over two years (2018-2019).Funds pooled to increase Teacher Aide Fractions to support the teaching of small group focuses within the classroom setting.Asset Replacement Schedule adjusted to reflect items to be replaced. ICT Infrastructure Schedule developed. |
| **An Expert Teaching Team**  | * Establish clear roles and responsibilities within an Expert Teaching Team
* Develop a leadership framework and job delegation
* Schedule moderation and collaboration
* Develop and implement professional learning plans
 | Ongoing |
| **Systematic Delivery of Curriculum**  | * Develop whole school curriculum plan
* Develop and review
* Provide PD on AC to staff
 | Professional Development on the Australian Curriculum providedWhole School Curriculum Plan developed and continually being reviewed and altered |
| **Differentiated Teaching and Learning**  | * Cater for all students from diverse backgrounds
* Band scale ESL learners semester
* Develop and implement individual goal setting
* Develop and implement ICP’s
 | Curriculum differentiated for students in relation to their ESL status, individual goal requirements and for those students on ICP’s. |
| **Effective Pedagogical Practices**  | * Develop a Pedagogical Framework including Feedback
* Review practices
* Upskill staff
* Collaboratively develop framework
* Communicate framework to community
* Provide various types of feedback to students
 | Needs to be implemented in 2019  |

Future outlook

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| --- | --- |
| **Focus Area** | **Strategies** |
| **Explicit Teaching** Staff, Students and Parent will be able to communicate BCSS's Explicit Improvement Agenda. | * Communicate the Explicit Improvement Agenda to staff, students, parents and care givers
* Collect and Analyse Data to inform pedagogical practice
* Implement effective high yield teaching strategies
* Extend teacher knowledge of Australian Curriculum and implementation, Assessment & Reporting requirements
 |
| **Analysis and Discussion of Data** Staff knowledge and expertise to analyse data and use data cycles to promote future learning experiences. | * Implement Data Analysis
* Record Data Effectively
* Implement Data Cycle
 |
| **A Culture that Promotes Learning** Staff and the community regularly engage with BCSS through digital platforms. | * Engage Staff to be up skilled on the Website for School Platform and to oversea regular updates on the site including uploading newsletters, news, photos, documents etc
* Communicate with parents on new media platforms
* Positive Behaviour for Learning - Review the Positive Behaviour for Learning Framework and alter as required to support the current cliental at the school
 |
| **Targeted use of School Resources** Schools resources and budgets can be directly aligned to the current school need. | * Funding & Budget Alignment to Explicit Improvement Agenda
* Review Asset Replacement Schedule
* Provisions for Wireless Upgrade
 |
| **An Expert Teaching Team** To establish a confident and expert teaching team through clear expectation and roles | * Leadership Team Established
* Schedule moderation and collaboration
* Develop and implement Professional Learning Plan
 |
| **Systematic Delivery of Curriculum** To implement school wide curriculum documentation that aligns to the Australian Curriculum in a multi age setting. | * Whole School Curriculum Plan - develop and review a yearly whole school curriculum plan.
* Provide PD on the Australian Curriculum for staff
 |
| **Differentiated Teaching and Learning** Cater for all students with language, learning, social and emotional needs. | * Band Scale students from EALD backgrounds twice a year.
* Develop and implement ICP's on One School for students who require curriculum differentiation
* Develop and implement individual goal setting relating to learning goals
 |
| **Effective Pedagogical Practices** Produced a Pedagogical Practice Framework collaboratively with staff by the end of 2019 | * Develop and implement a Pedagogical Framework in collaboration with staff
* Communicate the schools Pedagogical Framework with the school community
* Feedback - provide various types of feedback to students
 |
| **Community Partnerships**To develop new links to community organisations that support the teaching and learning at BCSS. | * Develop a PaCE Framework in collaboration with staff and the wider community
* Expand collaborative partnerships with educational providers
 |
| **Trauma and related Trauma Based Teaching Practices, and how these can be implemented at a school level.**To upskill staff on Trauma Based Research and Teaching Practices through attending PD and sharing knowledge with other staff. | * Provide professional development as required.
* Collaborate with external agencies around best practice to support children with trauma based background.
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| Our school at a glance |
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School profile

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| 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 | 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](https://earlychildhood.qld.gov.au/early-years/kindergarten-programs/kindergarten-in-indigenous-communities) 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. |
| Total | 27 | 35 | 11 |
| Girls | 10 | 17 | 3 |
| Boys | 17 | 18 | 8 |
| Indigenous | 12 | 18 | 3 |
| Enrolment continuity (Feb. – Nov.) | 95% | 75% | 78% |

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

Characteristics of the student body

Overview

Our student body comprises children from the immediate Butchers Creek area as well as students who travel from the surrounding areas of Topaz. Approximately 27% of our students identify as Aboriginal or Torres Strait Islanders. 28% of our students are English as second language learners. Due to the family-oriented ethos offered by this school community, the school continues to be the school-of-choice for a number of students who thrive in the smaller school setting.

Average class sizes

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phase of schooling | 2016 | 2017 | 2018 | Note:The [class size](https://qed.qld.gov.au/publications/reports/statistics/schooling/schools) 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. |
| Prep – Year 3 | 19 | 18 | 9 |
| Year 4 – Year 6 |  |  |  |
| Year 7 – Year 10 |  |  |  |
| Year 11 – Year 12 |  |  |  |

Curriculum delivery

Our approach to curriculum delivery

* Whole School Reading Intervention Program – Levelled Literacy Intervention Program
* Phonics and Spelling Programs – Jolly Phonics and Spelling Mastery
* Individual Sight Word Program – M100W word lists
* Listening Comprehension Program
* Whole School Sequenced Mathematics Program utilising Imaths resources
* 7 Steps in Writing Program
* Implementation of Geography & History
* Physical Education program
* Arts, Music, Health and Technology program

Co-curricular activities

* Home Reading Incentive Program
* Excursions – Drama Performances, ANZAC day, community services
* Attendance Incentive – movie screenings each term
* Swimming
* Incursions – Spinal Education Awareness Team, Fire Safety Discussions, Bravehearts,
* Student Council
* Religious Education Classes
* Celebration Days – Under 8’s Day
* Host of District Cross Country Sports
* Leadership programs
* Transition programs – science days, ICT days, Respect programs
* Small Schools Sporting Carnivals

How information and communication technologies are used to assist learning

ICT is embedded throughout the units of work to enhance student engagement and improve teaching.

This has resulted in students being able to develop and maintain their ICT skills. Computers are used in all year levels to assist and enhance learning and teaching across all key learning areas.

Laptops and desktops are utilised daily by students. Each student has individual subscriptions to Reading Eggs, Mathletics and Typing Tournament which can be used at school and at home. Each classroom has an interactive whiteboard and various software programs to enhance students learning. One School is used for reporting on student progress and for curriculum planning.

Social climate

Overview

Butchers Creek has a policy of nurturing all students. Close associations with the parents and staff who live within the community help foster this support across all year levels. Behaviour and learning support is given by guidance officers and specialists where necessary and a supportive school environment is encouraged.

We have adopted three rules around which all our behaviours are explicitly taught. At Butchers Creek our students strive to:

I am Safe

I am Responsible

I am a Learners

Explicit lessons are conducted on behavioural expectations. Acknowledgment of those students using and modelling appropriate behaviours is a key component of our policy. Student self-reflection and shared regular feedback also occurs through the use of class meetings, which provide students with a self-monitoring system. Parent opinion surveys indicate that parents are satisfied or very satisfied with the behaviour of the students and that their child is safe and treated fairly at school. Student results were positive in this area also. The positive climate in our school is the result of a consistent and explicit whole school approach to responsible behaviour.

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)
 | DW | 100% | 100% |
| * this is a good school (S2035)
 | DW | 100% | 100% |
| * their child likes being at this school\* (S2001)
 | DW | 100% | 100% |
| * their child feels safe at this school\* (S2002)
 | DW | 100% | 100% |
| * their child's learning needs are being met at this school\* (S2003)
 | DW | 100% | 100% |
| * their child is making good progress at this school\* (S2004)
 | DW | 100% | 100% |
| * teachers at this school expect their child to do his or her best\* (S2005)
 | DW | 100% | 100% |
| * teachers at this school provide their child with useful feedback about his or her school work\* (S2006)
 | DW | 100% | 100% |
| * teachers at this school motivate their child to learn\* (S2007)
 | DW | 100% | 100% |
| * teachers at this school treat students fairly\* (S2008)
 | DW | 100% | 100% |
| * they can talk to their child's teachers about their concerns\* (S2009)
 | DW | 100% | 100% |
| * this school works with them to support their child's learning\* (S2010)
 | DW | 100% | 100% |
| * this school takes parents' opinions seriously\* (S2011)
 | DW | 100% | 100% |
| * student behaviour is well managed at this school\* (S2012)
 | DW | 100% | 100% |
| * this school looks for ways to improve\* (S2013)
 | DW | 100% | 100% |
| * this school is well maintained\* (S2014)
 | DW | 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 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
| --- | --- | --- | --- |
| * they are getting a good education at school (S2048)
 | 86% | 100% | 100% |
| * they like being at their school\* (S2036)
 | 86% | 100% | 100% |
| * they feel safe at their school\* (S2037)
 | 86% | 100% | 100% |
| * their teachers motivate them to learn\* (S2038)
 | 100% | 100% | 100% |
| * their teachers expect them to do their best\* (S2039)
 | 100% | 100% | 100% |
| * their teachers provide them with useful feedback about their school work\* (S2040)
 | 100% | 100% | 100% |
| * teachers treat students fairly at their school\* (S2041)
 | 100% | 100% | 100% |
| * they can talk to their teachers about their concerns\* (S2042)
 | 86% | 90% | 100% |
| * their school takes students' opinions seriously\* (S2043)
 | 100% | 100% | 100% |
| * student behaviour is well managed at their school\* (S2044)
 | 86% | 82% | 100% |
| * their school looks for ways to improve\* (S2045)
 | 100% | 100% | 100% |
| * their school is well maintained\* (S2046)
 | 100% | 100% | 100% |
| * their school gives them opportunities to do interesting things\* (S2047)
 | 86% | 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)
 | 100% | 100% | 100% |
| * they feel that their school is a safe place in which to work (S2070)
 | 100% | 100% | 100% |
| * they receive useful feedback about their work at their school (S2071)
 | 100% | 86% | 100% |
| * they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)
 | DW | 100% | 100% |
| * students are encouraged to do their best at their school (S2072)
 | 100% | 100% | 100% |
| * students are treated fairly at their school (S2073)
 | 100% | 100% | 100% |
| * student behaviour is well managed at their school (S2074)
 | 100% | 100% | 100% |
| * staff are well supported at their school (S2075)
 | 100% | 100% | 100% |
| * their school takes staff opinions seriously (S2076)
 | 100% | 100% | 100% |
| * their school looks for ways to improve (S2077)
 | 100% | 100% | 100% |
| * their school is well maintained (S2078)
 | 100% | 100% | 100% |
| * their school gives them opportunities to do interesting things (S2079)
 | 100% | 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. |

Parent and community engagement

The involvement of parents and our wider community is an integral element of how this learning community works and learns. The Butchers Creek State School Parents and Citizens Association provides a vital forum for parent contributions to the decision making of our school and contributes generously to purchases that aid our young learners. Student Progress Reports are issued through the One School state-wide system at the end of each semester and formal interview opportunities with teachers are offered at the end of Terms 2 and 4.

Respectful relationships education programs

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

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 | 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. |
| Short suspensions – 1 to 10 days | 2 | 6 | 0 |
| Long suspensions – 11 to 20days | 0 | 1 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of enrolment | 0 | 0 | 0 |

Environmental footprint

Reducing this school’s environmental footprint

We have maintained our policy about the use of air conditioning – if it’s over 25 degrees, turn them on, otherwise open the windows. We continue to promote the turning off of appliances and replace fluorescent tubes with energy efficient T5 lighting.

Our solar panels contribute to putting power back into the grid to offset our usage, however we have had difficulty this year ensuring that they are functioning correctly which has affected our overall use. With our increase in use of multiple classrooms over the last two years, the usage of power has increased. We have also had four new reverse cycle air conditioners installed in one of the classrooms and in the office.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 | 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. |
| --- | --- | --- | --- | --- |
| Electricity (kWh) | 11,933 | 16,427 | 16,112 |
| Water (kL) | Rain water is used for drinking Water is pumped by the creek and used in other facilities.  |
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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*](http://www.myschool.edu.au/) 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.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. 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.

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| Our staff profile |
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Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff\* | Non-teaching staff | Indigenous\*\* staff |
| --- | --- | --- | --- |
| Headcounts | 2 | 4 | 0 |
| Full-time equivalents | 1 | 2 | 0 |
| \*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 | \*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. |
| --- | --- | --- |
| Doctorate |  |
| Masters |  |
| Graduate Diploma etc.\* |  |
| Bachelor degree | 2 |
| Diploma |  |
| Certificate |  |

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $ 2,870.68

The major professional development initiatives are as follows:

* Principal Biannual Conference
* Principal Business Meetings
* Self Care - Mindfulness
* Anxiety & Trauma Based Training
* Training for Cleaners
* Trauma Informed Practice
* Book Studies – Explict Teaching of Writing
* Zones of Regulation
* St John Ambulance First Aide and CPR
* Reading Centre PD - dyslexia

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. | 92% | 97% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

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| Performance of our students |
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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% | 96% | 95% |
| Attendance rate for Indigenous\*\* students at this school | 96% | 96% | 97% |
| \* 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 |  | Year level | 2016 | 2017 | 2018 | 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. |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prep | 92% | 96% | 91% |  | Year 7 |  |  |  |
| Year 1 | 98% | 97% | DW |  | Year 8 |  |  |  |
| Year 2 | 91% | 96% | DW |  | Year 9 |  |  |  |
| Year 3 | DW | 96% | 94% |  | Year 10 |  |  |  |
| Year 4 | 91% | 99% | 98% |  | Year 11 |  |  |  |
| Year 5 | 95% | 97% | DW |  | Year 12 |  |  |  |
| Year 6 | 94% | 95% |  |  |  |  |  |  |

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*](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Student-Absences-and-Enforcing-Enrolment-and-Attendance-at-State-Schools.aspx); and [*Roll Marking in State Schools*](http://ppr.det.qld.gov.au/education/management/Pages/Roll-Marking-in-State-Schools.aspx)*,* which outline processes for managing and recording student attendance and absenteeism.

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.

BCSS rolls are marked each morning and after the lunch break and student absences are recorded in half day blocks. Explanatory notes from parents or phone explanations of student absences are recorded in class rolls. Parents are contacted on the day that their child is absent to validate their child’s absence from the school. Late arrivals are monitored and addressed when needed. Recognition is given to students with high or full attendance rates at the end of every term.

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*](http://www.myschool.edu.au/) 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.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. 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](http://www.nap.edu.au/naplan)) is an annual assessment for students in Years 3, 5, 7 and 9.