



Wynnum State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	81 Boxgrove Avenue Wynnum 4178
Phone:	(07) 3893 5111
Fax:	(07) 3348 5163
Email:	principal@wynnumss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Glenyce Hadfield, Ron van den Brande, Megan Connell

School Overview

Profile: Wynnum State School commenced in 2011, relocating to our current site in 2012. A brand new school with state of the art facilities, Wynnum State School has the unique ability to facilitate highly engaging learning opportunities.

Facilities: Zoned within precincts, each precinct has outdoor learning areas, kitchen areas and an age appropriate play area. Every general learning space has an interactive whiteboard, computer pod and small group work space. The Library, Science and Technology centre is located in the heart of the school and boasts a multimedia room with green screen capabilities. Our sporting facilities include a large oval and two multi-purpose courts, an auditorium for cultural and sporting performances and a twenty five metre, six lane pool that hosts local swimming carnivals. Located on site are the Regional services of the Early Childhood Development Program and the Moreton Bay Environmental Education Centre.

At Wynnum State School our purpose is to develop children's intelligences – knowledge, skills, capabilities and values – for becoming intelligent, healthy, informed, creative, democratic eco-citizens. This is an integral part of the school's curriculum, organisation and culture. The Habits of Mind (Arthur L Costa) has become a framework in which values, skills and attitudes can be aspired to and achieved. Our diverse range of learners, including those with learning support needs, students with a disability and students requiring extension and enrichment are identified, monitored and supported through our learning support and special education program teams. Students, in Year 3-6, love learning through the school Enrichment and Extension program, the school boasts a commitment to health and sport. There is a strong emphasis on developing a deep understanding and appreciation of English and Maths. Wynnum State School is committed to providing a safe, respectful and disciplined learning environment for all school community members, where students engage in quality learning experiences, acquire values that support lifelong wellbeing and have a 'voice'.

Our mantra, motto, *Believe, Achieve, Succeed* is known by all and our learning community focus is to grow intelligent minds of all of our learners to be citizens of today and tomorrow.

Principal's Forward

Introduction

The Annual Report outlines the school's progress for our exciting, challenging journey. It also includes future operational and strategic considerations.

School Progress towards its goals in 2016

Through the review and school planning processes priority areas for 2016 were determined –
LEARNING TO READ, READING TO LEARN

- Explicitly teaching of reading – concepts of print, phonological and phonemic awareness, high frequency words and decoding; thinking skills for comprehension through guided reading
- Utilising the *Great Results Guarantee* (GRG) process to target students below year level reading expectations, and track all students in Prep – Year 2, benchmarking growth and diagnosing areas for explicit instruction, extending through the school
- NAPLAN Reading target for U2B 2014-2016 Year 3 (target 40%), 2014 39.8%, 2015 39.6%, **2016 54.5%**; Year 5 (target 32%), 2014 31.8%, 2015 26.7%, **2016 35.6%**
- Attaining National Minimum Standards Years 3 and 5 increase to 95% - (2015) Year 3 94.5%, Year 5 96%, **(2016) Year 3 95.5%, Year 5 92.2%**
- Extending of *Loving Literature*, home/school reading program from Preparatory to Year 4
- Closing the Gap strategy included in the GRG program and advancements noted
- Sustaining Reading – as a focus, formalising Guided Reading

NUMERACY

A Whole school approach to building students' mathematical proficiencies (Australian Curriculum) in the priority areas

- *Problem Solving and Reasoning proficiencies*: students utilising a systematic approach, POLYA's 'See, Plan, Do, Check', and building problem solving strategies
- Improvement in building teacher capacity in *Fluency proficiency*: in number, geometry and measurement facts
- *Understanding proficiency*: in whole number and fractions concepts and processes

WHOLE SCHOOL APPROACH TO TEACHING AND LEARNING

- Instruction focused on active learning, the use of models, materials and mathematical language to construct meaning
- Moderation and tracking student achievement in the priority areas
- Intervention and extension: supporting students with specialist teachers and Homeroom differentiation Extending staff capacity through professional development including mentoring and coaching

IMPLEMENTATION OF SCHOOL PEDAGOGICAL FRAMEWORK

- 'Walkthroughs/Observations' – determining what learning behaviours by students and teaching strategies are being displayed on a daily basis, providing feedback and feedforward to students and teachers
- Year Level Team, Research Projects continued to highlight, promote and embed specific learning and teaching practices, consistent across the school, eg Data in Use, Gradual Release of Responsibility, Tracking Student Social and Learning Behaviours, Higher Order Thinking, Feedback, Feedforward/Bookwork, Learning Intentions and Success Criteria, Student Goal Setting, Lesson Planning
- Backward Mapping process – continue engaging teachers in 'line of sight' – student standards, reporting to parents, assessment, teacher making judgement, success criteria, explicit teaching/pedagogy, Australian Curriculum (Curriculum and Assessment Framework)
- Habits of Mind – explicit year level teaching, school curriculum, assemblies, events, school organisation, Student Self Assessment Checklist and goal setting

USE OF DATA ANALYSIS TO DRIVE ENACTED CURRICULUM

- Embedded implementation of PM Benchmarking, TORCH, PAT-R, Building Numeracy (Numeration and Fractions) utilising Booker tools – School Assessment Schedule
- Collaborative Data Inquiry Overviews and Target Setting – English and Maths
- Analysis of NAPLAN results to prepare 2016 NAPLAN strategy

BEHAVIOUR (LEARNING AND SOCIAL) SUPPORT FOR STUDENTS

- Implementation of the Responsible Behaviour Plan for Students
 - proactive processes to support positive student social and learning habits, in terms of whole school expectations (Be Respectful, Be Responsible, Be Safe, Be a Learner)
 - utilising a set criteria of social and learning behaviours expected of citizens of today and tomorrow. This criteria derived from Art Costa's Habits of Mind and includes documented Student Self Assessment processes, Year Level Moderation using matrix and Reporting to Parents
 - utilising reactive strategies, responding to inappropriate and unacceptable behaviours – Incident Report Forms, Behaviour Reflection Sheets, Intensive and Targeted Learning and Social Plans

AUSTRALIAN CURRICULUM IMPLEMENTATION

- Implementation of English, Maths, Science and History, basis of all Year Level planning and delivery

Future Outlook

SCHOOL IMPROVEMENT AGENDA – framed within Tomorrow's Citizens (informed, democratic, creative, healthy and eco) and *'Cracking the Code'* for every student, strategising recommendations from the Australasian School Accreditation Association (ASAA) and School Improvement Unit (SIU) reviews

Australasian School Accreditation Association (ASAA) recommendations delivered in 2016

- Simplify and refine the current Learning to Read and Reading to Learn strategies to ensure a consistent approach to the teaching of reading across the school
- Formalise various process to embed consistent practices including target setting, student learning goals, and differentiation
- Formalise the vision and values with the community to ensure they reflect the Wynnum Way and are able to be sustained
- Review the roles and responsibilities of the Leadership teams including middle management to ensure they are aligned to the key improvement agenda

School Improvement Review recommendations delivered in 2016

- Narrow and sharpen the focus of the school's improvement agenda to enable classroom teachers the opportunity to embed agreed strategies and teaching practices
- Monitor the implementation of all elements of the Explicit Improvement Agenda (EIA) to ensure consistency of practice across the school
- Review, simplify and clarify the current pedagogical framework to detail the agreed signature pedagogies for the school, 'the Wynnum Ways'
- Develop the ability of teachers' to use data effectively to identify appropriate starting points for learning for the diverse range of students in their classes
- Review targets to reflect high expectations for learning for the full range of students

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	750	366	384	58	93%
2015*	728	363	365	52	92%
2016	713	340	373	66	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The school is an inclusive school. Its student body comprises of a diverse range of ethnicity, cultural backgrounds including indigenous heritage. The enrolment pattern, in the first four years, has shown a growth in numbers. However, this growth also reflects a high turnaround of enrolments in and out. In the main, reasons for transfers range from buying/moving residences in other suburbs, work related moves, returning to home lands and extended holidays.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	25	24	23
Year 4 – Year 7	25	25	26
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

The school's main purpose is to improve learning for all students, for every student to grow in intelligence, to become a citizen of today and tomorrow. This is achieved through high academic standards, engaging students in intellectually challenging tasks and productive pedagogies that respond to the needs of all learners. Within this premise, the distinctive curriculum offerings include authentic, real life experiences, where students take a key role, in many aspects of schooling, to enhance literacy and numeracy, resilience and growing the Habits of Mind. Pivotal in this approach



is the integration of innovative information and communication technologies. Feedback from various stakeholders leads to programs being continued and refined. These include Enrichment and Extension Project, Student Leadership programs, Interschool Sport, targeted intervention programs, Year 6 to High School Immersion Program and early childhood transitions.

Co-curricular Activities

To emphasise the holistic approach to teaching and learning, and within the Tomorrow's Citizen (cultural, democratic, informed, healthy and eco) extra curricula activities are embraced at Wynnum State School. The activities range from sporting (interschool competitions), cultural (*Sounds in Spring*, *Wynnum Idol*, Choirs, Bands and Ensembles, community events) to academic extension opportunities (Readers' Cup, Premier's Reading Challenge, International Academic Competitions) and includes charity ventures. It is through these experiences students can transfer class and school learnings to different contexts. Staff members are instrumental in the success of these programs and activities.

How Information and Communication Technologies are used to Assist Learning

In line with the Australian Curriculum, at Wynnum State School, students develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school. ICT capability involves students learning to make the most of the digital technologies available to them and adapting to new ways of doing things as technologies evolve. Raising students' awareness of the importance of being an informed citizen in cyber safety is an ongoing endeavour.

Students have access to, and interact with, a range of digital resources which support student development of the ICT capabilities. These resources include computer workstations, laptops, iPads, digital cameras, digital microscopes and BeeBots and Lego robotic resources. Resources are organized flexibly to support a range of teaching and learning environments, including a computer bank of 30 workstations, home room pods of 4 to 10 workstations and/or laptops and 2 laptop trolleys of 16 laptops each. All classes are able to access the computer bank on a flexible basis so that specific skills based teaching and learning may be undertaken to support students engaged in units of work currently being developed in the year level. The use of interactive whiteboards in all classrooms and the extensive range of curriculum resources which teachers employ have become an integral teaching and learning tool.

The Learning Place is used as both a professional resource and a valuable online space for student learning. edStudios and eLearn communities provide students with opportunities to engage in purposeful learning activities with real audiences, share their learning with peers and family members and reflect on learning activities. Staff members access the Learning Place resources, teacher developed edStudios and the Wynnum State School eLearn Community for current ICT related curriculum documents, software guides, interactive resources and professional readings.

Software includes school purchased programs and mobile device applications, in addition to software provided with the Department of Education and Training's Managed Operating System. This software aims to promote student learning across the key learning areas, for example, Scratch, Beebots and Lego robotics programs to develop problem solving and logical sequencing, Microsoft programs to design webpages and brochures, Inspiration software to create character maps and TuxPaint and Photo story to create a digital retell of a story.

Social Climate

Overview

At Wynnum State School students have a voice and are pivotal to the success of the school, and being a high performing learning place. At *Our Place*, students are taught to be learners, citizens growing their intelligences, and invaluable social and learning behaviours. They are ultimately responsible for their behaviours and are working towards having innate habits - being safe, respectful, responsible and life long learners. We believe all students can learn, achieve and succeed, that success breeds success and schools can control the conditions for student success (at school). The keys to unlocking these beliefs and understandings are clarity of focus, high expectations, expanded learning opportunities and working from a research based position. From the beginning of the day, dancing, music, handball,



physical fitness, reading, library and computer lab access or chatting (yarning) sets the scene for student choice and success. The three Precincts with caring, professional and community minded staff enable students to have the sense of belonging with rich authentic child centred curriculum enhances this belongingness. Opportunities for student leadership, innovation and commitment to *Our Place* are welcomed and nurtured. Students show their pride through uniform, manners, conversations, singing the school song, bellowing the school war cry and taking keen roles in Precinct and School Assemblies. At the end of the day staff can be seen throughout the school chatting to students and parents, and overseeing the safety of all.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	96%	94%
this is a good school (S2035)	88%	87%	93%
their child likes being at this school* (S2001)	93%	91%	92%
their child feels safe at this school* (S2002)	89%	93%	93%
their child's learning needs are being met at this school* (S2003)	86%	89%	90%
their child is making good progress at this school* (S2004)	89%	89%	86%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	92%	89%
teachers at this school motivate their child to learn* (S2007)	92%	92%	87%
teachers at this school treat students fairly* (S2008)	88%	89%	89%
they can talk to their child's teachers about their concerns* (S2009)	94%	94%	92%
this school works with them to support their child's learning* (S2010)	85%	89%	85%
this school takes parents' opinions seriously* (S2011)	82%	88%	85%
student behaviour is well managed at this school* (S2012)	79%	87%	86%
this school looks for ways to improve* (S2013)	91%	91%	93%
this school is well maintained* (S2014)	95%	91%	95%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	95%	98%
they like being at their school* (S2036)	92%	95%	98%
they feel safe at their school* (S2037)	96%	97%	94%
their teachers motivate them to learn* (S2038)	95%	98%	98%
their teachers expect them to do their best* (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	98%	98%
teachers treat students fairly at their school* (S2041)	89%	93%	90%
they can talk to their teachers about their concerns* (S2042)	89%	96%	92%
their school takes students' opinions seriously* (S2043)	96%	97%	97%
student behaviour is well managed at their school* (S2044)	92%	83%	83%
their school looks for ways to improve* (S2045)	98%	99%	99%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their school is well maintained* (S2046)	92%	93%	95%
their school gives them opportunities to do interesting things* (S2047)	96%	98%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	90%	95%	96%
they feel that their school is a safe place in which to work (S2070)	92%	89%	96%
they receive useful feedback about their work at their school (S2071)	90%	89%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	97%	95%
students are encouraged to do their best at their school (S2072)	89%	95%	98%
students are treated fairly at their school (S2073)	94%	92%	96%
student behaviour is well managed at their school (S2074)	88%	87%	93%
staff are well supported at their school (S2075)	90%	84%	93%
their school takes staff opinions seriously (S2076)	91%	82%	91%
their school looks for ways to improve (S2077)	91%	97%	98%
their school is well maintained (S2078)	96%	97%	98%
their school gives them opportunities to do interesting things (S2079)	94%	89%	91%

* 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

Families are requested to attend parent/teacher/student interviews as part of the 'reporting to parents' requirements. Students are instrumental in these conversations, as they are central to the learning and teaching process. The students share their goals, progression, assessment and every day work. From this process, all parties have a genuine and clear understanding of what is happening at the school for the student. Curriculum information and how families can support their child is shared through Curriculum Evenings, Curriculum Newsletters and School Newsletters that are also available on the school website and QSchools app. The *Loving Literature* process offers ongoing cognitive and linguistic interactions between home and school, through Homeroom teachers and reading and discussing texts. The Parent and Citizen (P&C) group are a critical conduct between the parent body and the school, and the forum for parent input. The partnership of the P&C and Student Council, with running and hosting various events epitomises the school's citizenship model.

Through student monitoring and assessment at an individual, class, year and whole school level, those requiring extension or support are identified in a timely manner. Appropriate adjustments and/or external supports are determined through the engagement of key stakeholders, of which parents are instrumental. These discussions are documented and signed by parents.

Respectful Relationships Programs

The school develops and implements programs that focus on appropriate, respectful and healthy relationships. A number of these are outlined in the school's Responsible Behaviour Plan and include Life Education program, BASE program (protective behaviours – personal safety and awareness), NAIDOC Day, Safety Program (Fire Service talk, Queensland Rail talk), Year 6 to High School Immersion Program, *Habits of Mind* (fortnightly focus), Tomorrow's Citizens, Community Rules, Student Self Assessment Checklist, School Wide Behaviour Expectations, and Student Leadership.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	23	47	50
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	3
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

One of the roles of the Tomorrow's citizens is that of eco citizenship. The purpose is to reduce the environmental footprint. This includes:

- the construction of buildings to capture natural breezes
- window and louvre design to improve natural lighting and air flow in learning areas
- movement activated lighting in learning spaces
- installation of solar power panels
- rain water capture in underground tanks (500,000 litres) to service toilets and garden/grounds watering
- rain water ground-flow filtering systems, including bio retention basins
- planting of indigenous plants
- mulching of extensive gardens

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	0	0
2014-2015		
2015-2016		

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	53	38	<5
Full-time Equivalents	50	24	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	-
Masters	5
Graduate Diploma etc.**	13
Bachelor degree	27
Diploma	8
Certificate	-

*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 2016 were \$23 000.

The major professional development initiatives are aligned to the School Priorities in English, Maths, Pedagogy and Habits of Mind (social and learning behaviours), investing in personnel in the roles of coaches, mentors and support staff to improve staff capacity and outcomes for every student at the school. The driving force with regard to professional development is to achieve student improvements, as outlined in the school's reviews, direction setting as articulated in the Annual Implementation Plan, through building the capacity of staff in field knowledge, utilising student data, pedagogy and backward mapping (curriculum and assessment).

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	88%

*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 2016 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
2014	93%	92%	94%	93%	93%	94%	94%	95%					
2015	92%	92%	91%	92%	93%	90%	91%						
2016	92%	92%	93%	93%	92%	93%	92%						

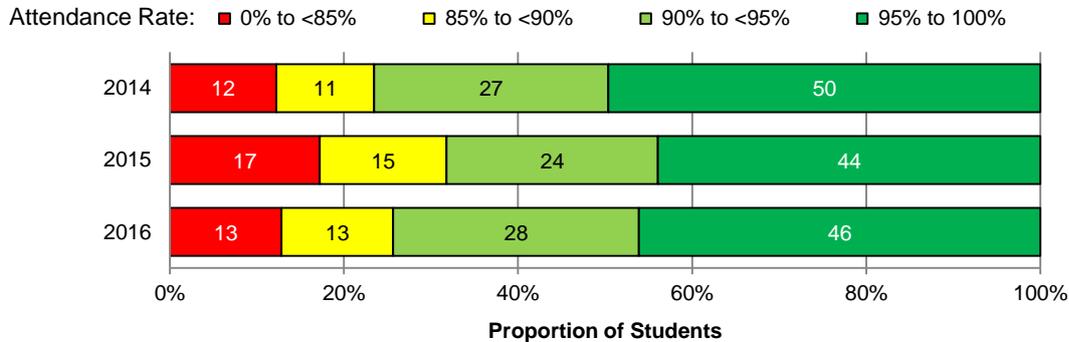
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

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

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 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.

Teachers electronically mark the roll, for accurate recording of attendance and fulfil legal requirements. All rolls are marked twice daily all rolls (9:30am and 1:15pm). The departmental requirement that all Queensland schools notify parents/caregivers of their student's absence daily if unexplained is undertaken by Wynnum State School via SMS 4 Schools, with notification activated at approximately 10:10am. Part of SMS 4 Schools allows the parent/caregiver to respond to the text message with a reason for the absence. This data is exported back into OneSchool each afternoon. If there is no explanation for the student's absence entered into OneSchool by 3:00pm on the day of the absence it is the teacher's responsibility to follow up that unexplained absence. Guardians of students who are in 'Out of Home Care' are contacted by phone to verify absence, on the morning of the absence.

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/>.

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