



# Parramatta State School

## ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

## Contact information



<b>Postal address</b>	122 Mulgrave Road Parramatta Park 4870
<b>Phone</b>	(07) 4042 8111
<b>Fax</b>	(07) 4042 8100
<b>Email</b>	principal@parramatss.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Imogen Stager – Principal

### School overview

Parramatta State School, located centrally in Cairns, strives for success for all students in a welcoming and accepting environment. We set high expectations on achievement for all and encourage diversity in teaching practices to better cater for individual learning needs and styles. We are a school of many and diverse cultures, with a student body of 420 students including children enrolled in Early Childhood Development Program (ECDP). Of our student body, approximately 55% identify from Indigenous cultural backgrounds, and have indigenous perspectives embedded across our curriculum.

Our Prep to Year 6 curriculum is established using the Australian Curriculum including the General Capabilities and Cross Curriculum Priorities of the Australian Curriculum. The school supports curriculum learning, differentiated pedagogies, Inclusive education practices supporting Special Education Programs, including Early Childhood Development Program. Parramatta SS is a Positive Behaviour for Learning school which has a focus on social skilling programs (SSIS). Our values are RESPECT, SAFETY and LEARNING (R.S.L).

Our school is active in the school community with participation in ANZAC Day, Under 8 Days, NAIDOC Week, local sporting activities, environmental camps and excursions, a Fancy Dress Ball, Student Council, choir and traditional Indigenous Dances Troupes. Our school is supported by our families and our Parents and Citizen's Association, which provides advice and supports the resourcing of the school.

### School Progress towards its goals in 2018

The Parramatta State School Annual Report outlines the progress made by the school in relation to students, curriculum and staff outcomes. At Parramatta State School we set high expectations for student attendance, academic achievement and social capabilities and work closely with parents, caregivers and the community to ensure every child achieves to their potential.

In 2018, our core priorities were:

Our School's improvement agenda for 2018 focused on improvement priorities:

#### 1. Review and Refine the Whole School Curriculum Plan

- Continue Collaborative planning process for English across all year levels.
- Commence collaborative planning process for Maths curriculum across all year levels.
- Continue moderation of assessment for English curriculum area. Commence moderation process for Maths curriculum area. Align to Achievement standards of AC
- ECDP - Develop process for moderations of Literacy using the Literacy Continuum
- Language awareness PD for Teacher to support I/EALD and EALD learner.
- Capability development in focus areas of Literacy - reading and writing
- Response to intervention
- Embedding Inclusive educational practices
- Capability development in curriculum differentiation – inclusive practices

#### 2. Review and Refine Pedagogical Practices

- Initiate the review of current pedagogical practices and Investigate other theories, frameworks and best practice research that informs our practice
- Implement reflection, coaching and mentoring protocols for pedagogical practice
- Using and Inquiry cycle approach including developing progression lines / chain of evidence, collaboratively develop a whole school Pedagogical Framework

### 3. Culture that Promotes Learning

- Initiating, developing and embedding Social and Emotional Learnings SSIS in student learning and aligning to curriculum
- Linking Positive Behaviour for Learning with Curriculum plan. Embedding and refining process for PBL including establishing Tier 2 and 3 PBL.
- Wellbeing aligned to the 5 dimensions identified in DE Staff Well-Being Framework.
- Attendance Strategies to focus on curriculum and Pedagogical engagement
- attendance case management process for individuals and groups
- Attendance rewards

This will be evidenced by the following measures:

- 80% A-C Academic Achievement in English
- 80% A-C Academic Achievement in Maths
- 70% A-C Academic Achievement in Science
- 90% of Year 2 students at PM benchmark 22.
- 100% of EALD students are Bandscaled. 100% of EAL/D students on or above a Bandscale level 5 can access the curriculum for all areas. 70% of EALD Students will reach a level 5 Bandscale.
- 90% of ICP students are receiving a C achievement.
- Students with special needs are well supported at my (SOS Staff)
- Every pre-prep student in ECDP will have a 25% improvement in at least 1 IEP goal from baseline (GAS Scale).
- 30% reduction in students at risk of not achieving NMS
- 15-20% improvement in U2B Reading, Writing and Spelling.
- 10% increase in NAPLAN participation
- Increase staff awareness of access to PD (SOS – Staff)
- A Whole School pedagogical Framework, that includes a range and balance of pedagogical approaches will be developed collaboratively by staff by December 2018.
- 100% of Teachers are involved in coaching and mentoring for curriculum and pedagogy
- Decrease in Student Disciplinary Absences - maintain high expectations for behaviour.
- Attendance target 92%
- 65% of students attending 90% or more of the time
- 90% of prep-age students in ECDP will be transitioned for enrolment in the Prep Year of school – Based on the needs and support of that student
- Increase in SOS well-being of employees is a priority for my school

### **Future Outlook:**

#### **Improvement Priority 1. Review and refine Whole School Curriculum Plan**

##### **Targets:**

- 80% A-C Academic Achievement in English and Maths
- 75% A-C Academic Achievement in Science – Whole School
- Years 2 and 3 English (close the gap) focus target A-C 80% for indigenous and non-indigenous
- 98% of EAL/D students Bandscaled. 95% of Middle Phase Bandscaled students achieving a level 5. 80% of Early Phase Bandscaled achieving a level 4.
- 95% of ICP students in English and Maths achieving a C or better

- Literacy – 80% of students tracked in their year level cluster for the literacy continuum
- NAPLAN Participation rate of 90% for all students in years 3 and 5.
- Increase the Mean Scale Score by a minimum of 5 to 10 points e.g. Year 3 reading 2018 381.7 goal of 391 MMS in 2019 (2018 State Schools –426.9 and Nation – 433.8)
- 90% of year 2 students achieving a PM level 20 -22+ • 90% of year 1 students achieving a PM level 16 to 18+ • 90% of Prep students achieving a PM level 6 to 8+
- ECDP 85% of Children will have a least a 25% improvement in 2 IEP goals from Baseline (GAS Scale)
- ECDP Every child will have at least 1 communication literacy goal in a year in IEP (Linked to LL&L)

**Actions:**

- Continue Collaborative planning process for English and Maths across all year levels. Align curriculum to AC.
- Investigate the review of Science Curriculum and alignment to Australian Curriculum
- ECDP Continue Curriculum planning process Align to QKLGs linking to AC. Focus on Literacy, Numeracy and Personal and Social Capabilities.
- Moderation of assessment for English and Maths curriculum area. Align to Achievement standards of Australian Curriculum
- Develop process for use of Literacy Continuum in curriculum planning
- Collaborative planning process Align to Australian Curriculum. Focus on all GC in particular Literacy, Numeracy and Personal and Social Capabilities
- Language awareness training for teacher to support I/EALD and EALD learner. Provide PD for teachers on Bandscale assessments and strategies for building staff capability for SAE
- Capability development in focus areas of Literacy - reading and writing
- Capability development in focus areas of Numeracy – Number
- Identify areas for Capability development; plan to ensure the needs are address and evidence of success is collected - Use Gusky model to measure success
- Continue the refinement of RTI process and continue to investigate strategies for support
- Embed Inclusive Education practices that are supported in the classroom for all students, with a focus on curriculum differentiation

**Improvement Priority 2. Review and Refine Whole School Pedagogical practices**

**Targets:**

- Implementation of Whole School pedagogical Framework, that includes a range and balance of pedagogical approaches will be developed collaboratively by staff
- 100% Coaching in Pedagogical approaches

**Actions:**

- Investigate a range of evidence based pedagogical practices, reviewing the current pedagogical culture
- Unpack the components of a quality lesson and align with pedagogical practices
- Provide professional development of pedagogical approaches
- Develop coaching model for pedagogical practices
- Implement Whole School Pedagogical Framework

- Collaboratively develop reflection and review of coaching and mentoring protocols for pedagogical practices

### **Improvement Priority 3. Culture that Promotes Learning**

#### **Targets:**

- Decrease in SDAs less than 45(n) whole school – maintain high expectations for behaviour – Increase Social Skills transferred into practice – SSIS Program
- Student Attendance Target 92%
- 65% of students attending 90% or more
- ECDP 75% of Transitioning students will be involved in school prep readiness activities at their enrolled school
- Focus support to see improvement in SOS staff well-being

#### **Actions:**

- Attendance Strategies to focus on curriculum and Pedagogical engagement
- Attendance case management process for individuals and groups
- Reward student attendance (100% and greater than 93%) for individuals and groups
- Link Positive Behaviour for Learning with Curriculum planning
- Continue developing and embedding Social and Emotional Learnings SSIS in student learning and aligning to curriculum
- Case management process for students requiring tier 2 and 3 support
- Well-being team to address areas of well-being dimensions identified by staff as requiring support
- Develop plans to support students' well-being aligning to PBL and SSIS support processes

## Our school at a glance

### **School profile**

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Early Childhood - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	379	329	315
Girls	202	171	170
Boys	177	158	145
Indigenous	223	179	172
Enrolment continuity (Feb. – Nov.)	83%	86%	85%

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

Parramatta State School's student population is diverse, with the suburban community comprising of a broad cross section of occupations and cultural groupings. The student population reflects the social and cultural diversity of the surrounds. A significant feature of the school is its multi—cultural community. Our school population consists of approximately 54% of students come from a Torres Strait Islander and Aboriginal background and our student approximately 63% of our student speak more than one language or dialect (EALD). Our school caters for students from Prep to Year 6, as well as a Special education program (SEP) and an Early childhood development program (ECDP) catering for 85 students aged 0—5 years old.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	23	21
Year 4 – Year 6	23	23	23

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

Parramatta State School delivers the Australian Curriculum utilizing the C2C resources. In 2018 the school maintained a strong focus on the General Capabilities of the Australian Curriculum including Literacy focusing on reading and writing, Numeracy with a focus on number facts, ICTs, Personal and Social Capabilities and Intercultural Understandings. Approximately 63% of our students come from an English as an Additional Language or Dialect (EAL/D) background, as a result in 2018 Language Awareness, including indigenous languages were a focus of the curriculum implementation. Student Diversity and Cross-Curriculum Priorities, including Aboriginal and Torres Strait Islander Histories and Culture and Asia and Australia's Engagement with Asia are a focus. During 2018 consistency in curriculum delivery was attained through collaborative planning practices including the year level teachers and the leadership team.

The Cairns Early Childhood Development Program delivers curriculum through the Early Years Learning Framework and the Queensland Kindergarten Learning Guidelines to children pre-schools from ages 0-5 years of age.

A Whole School Curriculum Framework was developed during 2017 and reviewed in 2018. Parramatta State School had begun to explore pedagogical practices and is investigating Age Appropriate Pedagogies.

### **Co-curricular activities**

Parramatta State School values a well-rounded education for all students, embodying cultural, sporting and academic achievements. The Student Council promotes student leadership and provides students with opportunities to run several school, community and environmental charity projects each year. Year 6 students conduct weekly assemblies and school leaders represent the school at various community functions.

In 2018 the School engaged in Indigenous Leadership programs in the school and in the educational community to support the future and emerging Indigenous Leaders.

Performing Arts, including classroom music is implemented across all year levels. The school has a choir which performs at assembly and other school functions. The school also has a drumming group and a dancing group which perform at various community events. In 2018, a school rock band was created to perform at school assemblies.

Our school has a Torres Strait Islander Dance group, led by a Teacher Aide who is also Torres Strait Islander Elder in the community. This Dance group is also supported by community volunteers who are also Torres Strait Islander Elders. The Torres Strait Islander Dance group has been invited to perform at many openings and closing of meeting for Government agencies including the Department of Education and Training and in local community events and celebrations.

Health and Physical Education is provided to all year levels. Students from years 4, 5 & 6 compete in interschool sport including rugby league, netball, softball and soccer. In term 4 all students have the opportunity to participate in a Learn to Swim program.

Community involvement in the school is facilitated through a range of events, most notably sporting carnivals, Stand Together Day, NAIDOC Week and the annual Fancy Dress Ball, which has been a part of the Parramatta State School traditions since the school opened in 1927.

### **How information and communication technologies are used to assist learning**

Information and communication capabilities are delivered through the subject areas as a part of the Australian Curriculum. Students use ICT to define and plan information searches of a range of primary and secondary sources. They locate, access, generate, organise and/or analyse data and information and apply criteria to verify the integrity and value of the digital data, information and sources using ICT. As a part of the STEM agenda students use ICT to generate ideas, plans and processes that clarify a task or steps, and generate and manage digital solutions to challenges arising from learning activities or responding to a need or creative intention. Students communicate using ICTs to share ideas and information to collaboratively construct knowledge and digital solutions.

## **Social climate**

### **Overview**

Parramatta State School has high expectations for all students for both academic performance and standards of behaviour. Behaviour expectations are supported by our Well-Being and Positive Behaviour for Learning Programs which includes our overarching values of Respect, Safety and Learning or RSL. The School has a Responsible Behaviour Plan for Students that outlines the expected behaviours and possible consequences.



## 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)	96%	97%	93%
• this is a good school (S2035)	87%	94%	93%
• their child likes being at this school* (S2001)	95%	91%	93%
• their child feels safe at this school* (S2002)	95%	94%	97%
• their child's learning needs are being met at this school* (S2003)	91%	94%	90%
• their child is making good progress at this school* (S2004)	91%	94%	97%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%	93%
• teachers at this school motivate their child to learn* (S2007)	95%	94%	97%
• teachers at this school treat students fairly* (S2008)	95%	94%	97%
• they can talk to their child's teachers about their concerns* (S2009)	100%	94%	97%
• this school works with them to support their child's learning* (S2010)	100%	88%	100%
• this school takes parents' opinions seriously* (S2011)	95%	87%	86%
• student behaviour is well managed at this school* (S2012)	90%	84%	90%
• this school looks for ways to improve* (S2013)	91%	93%	100%
• this school is well maintained* (S2014)	90%	94%	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)	92%	95%	96%
• they like being at their school* (S2036)	91%	99%	96%
• they feel safe at their school* (S2037)	87%	95%	93%
• their teachers motivate them to learn* (S2038)	90%	96%	99%
• their teachers expect them to do their best* (S2039)	96%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	97%	94%
• teachers treat students fairly at their school* (S2041)	82%	94%	93%
• they can talk to their teachers about their concerns* (S2042)	80%	91%	91%
• their school takes students' opinions seriously* (S2043)	81%	93%	89%
• student behaviour is well managed at their school* (S2044)	77%	87%	92%
• their school looks for ways to improve* (S2045)	92%	97%	95%
• their school is well maintained* (S2046)	88%	85%	87%
• their school gives them opportunities to do interesting things* (S2047)	88%	92%	95%

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)	82%	85%	80%
• they feel that their school is a safe place in which to work (S2070)	82%	83%	80%
• they receive useful feedback about their work at their school (S2071)	71%	63%	50%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	93%	85%
• students are encouraged to do their best at their school (S2072)	91%	83%	92%
• students are treated fairly at their school (S2073)	82%	83%	90%
• student behaviour is well managed at their school (S2074)	65%	64%	85%
• staff are well supported at their school (S2075)	59%	50%	55%
• their school takes staff opinions seriously (S2076)	59%	49%	50%
• their school looks for ways to improve (S2077)	85%	62%	74%
• their school is well maintained (S2078)	68%	58%	68%
• their school gives them opportunities to do interesting things (S2079)	85%	63%	55%

\* 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 school has enjoyed strong partnerships with the local community and while these have waned over the past few years, the foundations remain. Re-establishing these partnerships has been a priority this year. A number of 'meet & greet' events were hosted as well as numerous events for parents and students. NAIDOC, Social and sporting events enjoy huge community participation.

Twice a year there are either a Meet the Teacher or Parent/ Student and Teacher conversations/ interviews for parents to engage in their child's education.

The number of parent volunteers has increased to support students in the classroom in the areas of literacy and numeracy. Parents are encouraged to volunteer to support the curriculum.

There is a dedicated P&C which supports the school and provides input in strategic decisions. Parents and caregivers are heavily involved in the development of plans for students at risk.

## Respectful relationships education programs

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

All students from Prep to Year 6 engaged in Respectful Relationships through the Australian Curriculum to support students' understanding of personal safety, physical safety, cyber safety, health and Wellbeing.

Students explore ethical understanding and respectful relationship, fostering the development of personal values and attributes and respect for others.

In 2018 Parramatta State School employed a Guidance Officer who worked with a Youth Worker, a Social Worker and Engagement teacher and their families to support respectful relationships.

In 2018, Social Skills Improvement System – Social - Emotional Learning was identified based on school data from Positive Behaviour for Learning as a focus for support from the Positive Behaviour for Learning committee.

## 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	155	81	49
Long suspensions – 11 to 20 days	3	5	2
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

Our school makes every effort to reduce its environmental footprint and offset our carbon emissions. We are involved in community gardens, tree planting programs, recycling programs, solar and conserving energy and water.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	334,493	118,310	244,332
Water (kL)	3,629	2,028	

Note:

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

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

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	44	32	8
Full-time equivalents	37	19	8

\*Teaching staff includes School Leaders.

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

In accordance with the **EEO privacy provisions and confidentiality**, the '**less than 5**' rule has been applied in schools whose Indigenous staff numbers are less than five.

#### 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	0
Masters	7
Graduate Diploma etc.*	2
Bachelor degree	35
Diploma	0
Certificate	0

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

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$97,788.65

The major professional development initiatives are as follows:

- Australian Curriculum
- Positive Behaviour for Learning
- Education Inclusion, which included PD for Supporting students with disabilities including Autism, English as an Additional Language or Dialect (EAL/D) and Indigenous English as an Additional Language or Dialect (iEAL/D) learners
- Pedagogies and pedagogical approaches
- Coaching and teaching literacy and numeracy
- Facilities, health and safety
- Well-Being and Mental Health
- Physical Health
- The Arts
- Gender equality - QTU
- Leadership support
- Guidance officer – Supports for legal concerns
- Finance

The proportion of the teaching staff involved in professional development activities during 2018 was 90%.

## 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.	94%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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	86%	88%	91%
Attendance rate for Indigenous** students at this school	82%	84%	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

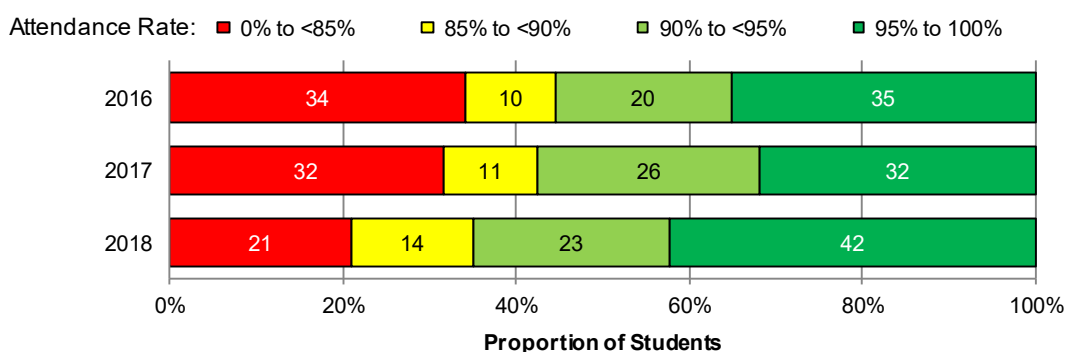
Year level	2016	2017	2018
Prep	88%	87%	92%
Year 1	82%	89%	89%
Year 2	85%	85%	90%
Year 3	85%	85%	88%
Year 4	86%	89%	92%
Year 5	89%	88%	91%
Year 6	91%	90%	91%

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.

Student absence is considered to be either 'explained' or 'unexplained'. Explained absence is when a satisfactory explanation is provided and the student's enrolment is considered continuous. If there are no explanations from parents and/or caregivers regarding absences, particularly those which are regular and ongoing, the school implements the following processes:

- Daily text messages are sent to the parent/caregiver for students who have an unexplained absence.
- Absence letters are generated and sent home. These letters request a reason for the absence and parents are asked to sign the letter and return it to the school.

- Where there is a continuation of unexplained absences, or absences without satisfactory explanation, the Engagement Team, led by the Deputy Principal makes contact with the home, initiates interventions and follows up.
- If unsatisfactory attendance continues, the Deputy Principal(s) and Principal intervene. This may include commencing formal processes - Enforcement of Compulsory Schooling and Compulsory Participation as per Education Queensland policy and the Education (General Provisions) Act.

Parramatta State School is committed to achieving attendance targets and continually promotes attendance at school by:

- Employing a dedicated staff to engage students in learning and improve attendance at school
- Celebrating attendance on weekly assembly – the coveted ‘Attendance Trophy’ and through benchmarks and rewards.
- Monitoring attendance data to identify trends and patterns and using these to inform interventions.
- Case manage student attendance reviewed on a weekly basis
- Identifying and rewarding classes with either 100% or 96% daily attendance
- Celebrate classes who have high daily attendance with visits and stickers from the leadership team
- Promoting the importance of attendance through the newsletter and school signs.

Rolls are marked twice daily at the commencement of the school day and after the second recess. Text messages for unexplained absences are sent at 9:30am. The school acknowledges those students with 100% attendance by issuing certificates and extrinsic rewards.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

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

4. Click on ‘NAPLAN’ to access the school NAPLAN information.

Notes:

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