



Edens Landing State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Clint Curran, Principal

### School overview

Edens Landing State School emphasises the belief in Providing Individual Pathways for every member of our school community. Our children deserve the very best and my focus as Principal is to provide every opportunity for every student to succeed in their learning journey.

Every one of our children is a learner who has a special and valued place in our world. Everyone in our community has an obligation to make sure that our school community works well together to encourage and nurture the very best each learner has to give. We strive for ongoing success from our learners through developing a highly skilled and talented group of staff in the latest and most appropriate carefully chosen educational strategies. We set ambitious goals and have relentless high aspirations and expectations for our children because they deserve nothing less!

Our children are our future and we are faced with the very challenging and important role of managing their future education needs now as we move them into an ever changing, fast paced, world of future learning. Not unlike our own families, we often need support to be our best! Similarly, we need to support our young learners as a community, as parents and as an organisation. We do this through inspiring children to be better, setting high expectations and providing our teaching and learning team with the latest educational opportunities and research to strategise for school-wide improvement. We work closely with parents and our Parents and Citizens Association to compliment and focus our core business.

Like us, our children have multiple talents and also areas for development. Each one of those areas are what makes us a different and valuable part of any community. Together we can achieve outstanding things for our children because of that spread of talent and a willingness to work productively together. Our school is continuing to develop and modify learning programs that encourage a holistic learning approach across disciplines. We are actively searching for student talents and exploring ways to grow our learners to be proud of their individual achievements.

The Queensland State Schooling system is one to be proud of and Edens Landing State School boasts a proud school community. We look forward to the ongoing opportunity to create life long memories for our children and to celebrate school wide success with our community.

### School progress towards its goals in 2018

Edens Landing State School continued to maintain a strong focus on individual advancements for every child in Literacy and Numeracy throughout 2018.

We reviewed our curriculum organisation, planning and implementation, subsequently offering a range of high quality learning experiences for all students. In conjunction with this focus, the school also engaged a comprehensive review of curriculum and planning within the school to align the core needs of students from Prep to Year Six. Importantly we also reviewed the school's structures for streaming students and disbanded these to support better student outcomes in reading, behaviour and student and staff welfare.

Whole staff professional development aligned to the agreed school priority focus areas of reading and behaviour to ensure our staff were highly skilled, focused and supported in the development of their own skills as well as the outcomes of their students.

In 2018 we ensured a relentless focus on positively engaging our community in the school utilising the Captain's Table focus, with the Principal hosting informal forums with parents and community members. We also continued to build close and productive partnerships with the local council and Queensland Police Service through our Adopt-A-Cop program. One of the highlights was our Adopt-A-Cop was awarded Adopt-A-Cop of the Year for Queensland.

We also partnered with the YMCA to deliver an Outside School Hours Care program running before and after school and also a vacation program.

Our staff enacted a number of initiatives to boost parent and community confidence and engagement within our school. These initiatives included: school band and choir performances, participation in Wakakiri, making strong links to our local aged care facilities (hosting and visiting), a focused advancement of the Stephanie Alexander Kitchen Garden Program and our largest arts extravaganza (“Every Child an Artist”) showcasing the talent of staff/ students and our community.

We have also enjoyed advancing various school and local business relationships this year. These businesses have included: Bunnings, Subway Holmview, Bendigo Bank, YMCA, Local Retirement Villages and Akwika Plant Hire.

Additional focus on student’s leadership and extra-curricular activities was offered to provide extended learning opportunities within the school and local community.

Our key focus areas in 2018 were literacy, numeracy; quality differentiated learning, improved student attendance and enhancing family and community engagement in our school.

We established a goal for 92% of our students to achieve at or above the national benchmarks in NAPLAN in reading. We achieved the following results:

NAPLAN Reading - 2018	
Year 3	
Top 2 Band %	At or Above NMS%
Year 5	

**Other significant highlights of 2018 included:**

- Renewed a focus on “Kids Matter” as a framework for social and emotional wellbeing of our students - Data showed students and parents feel cared for at our school.
- Continued the exclusive use of iPads in 2 classrooms using a research based strategy for student learning;
- Hosted a successful international study tour group from Kinki University Elementary School in Japan. School families invited our Japanese student visitors into their homes for a real “at-home” Australian experience;
- Conducted an international study tour to Japan visiting our sister school, Kindai Elementary School as well as visiting historical cultural sites. Fifteen students and five staff went on the tour.
- Expanded our Stephanie Alexander Kitchen Garden program (SAKG) which grew in its significance with the great work of our kitchen and garden specialist to include classes P-6;
- Strengthened the curriculum focus to explicitly link the outcomes and experiences in the SAKG to classroom programs in Science, Mathematics, Health, Arts and English;
- Continued offering of two homework clubs to advance student learning and expanded Indigenous Homework club to invite local elder to teach students cultural dances and stories;
- Our students participated in the Beenleigh ANZAC Day parade, Under 8s Day, Book week parades, NAIDOC celebrations, Beenleigh Arts Competitions, The AB Paterson Public Speaking Competition Japanese Speaking Competition conducted by MLTAQ;

- Students, staff and community members participated in and completed the Kokoda Challenge Program 15/30 Km (The only primary school in Queensland allowed to do this as a result of the extensive skills of our students past and present);
- Continued to engage an excellent rate of parent volunteers in our classrooms and extra-curricular activities;
- Engaged further facility works programs to enhancement of classroom wireless capacity supporting wireless connectivity throughout the school;
- Our school continued the traditional end of year Christmas Carols Concert
- Engaged a further opportunity to hear our student voice through leadership programs and student council activities;
- Teachers used data to inform teaching practice through establishment and regular monitoring of benchmarks and individual goals and targets for students;
- We engaged in collaborative planning times each term to ensure that we had complete alignment with the school improvement agenda from Prep to Year 6.

## Future outlook

Below is our agreed upon agreed priorities for 2019.

This is in line with our vision of Providing individual pathways to success for all students by working through our four key pillars of success of Sport, The Arts, Other Languages and STEM

### INSERT IMPROVEMENT AGENDA 2019

## 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>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	746	743	785
Girls	372	368	380
Boys	374	375	405
Indigenous	48	47	56
Enrolment continuity (Feb. – Nov.)	90%	95%	92%

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

Edens Landing State School's student population of over 750 students comes from a largely urban setting and is very multi-cultural, with over 35 nationalities being represented within our student body. Our students have a broad range of socio economic backgrounds. Our indigenous student population is approximately 6% and we have a significant number of Pacifica students. A significantly large number of our students come from single families. A number of students come from neighbouring suburbs and by-pass several local schools to attend our school. We have a growing number of English as an Additional Language or Dialect (EALD) students who are assisted by an on-site EALD Teacher through our Personalised Learning Centre (PLC).

Our school supports students with diagnosed disabilities through specialised in class programs through an inclusive model of education for all students. This service is delivered through our Personalised Learning Centre and is overseen by our Head of Personalised Learning. (Formerly known as the Head of Special Education Services, HOSES) We have a range of school based support mechanisms to support all students with their individual academic, music/arts and sporting outcomes.

Our staff comprises of 57 teachers who range in experience from graduates to experienced senior teachers. These teachers work with students in a variety of roles including classroom teachers, support teachers literacy and numeracy (through the PLC), music and instrumental teachers and physical education teachers. Each year our teachers undertake ongoing learning and training to maintain their currency in educational practice.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	23
Year 4 – Year 6	25	25	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

In 2018, Edens Landing State School continued our implementation of the Australian Curriculum. All students from Prep to Year 6 engage in weekly PE and Music lessons conducted by our full time physical education and music specialists.

1. Our focus is on maintaining high standards in literacy and numeracy. We offer strong Prep programs and oral language programs in our lower school which build on each child's strengths and prepare them to take their place in the world. We have provided a further allocation of Speech Language Services in our school to build teacher capacity to address the growing speech needs of our student population through our general early years programs.
2. Edens Landing State School has a clear focus on delivering outstanding educational outcomes for all students. The school has clear reading and writing target benchmarks which ensure quality levels of academic achievement are evident throughout the school. The school has a Head of Curriculum who supervises and quality assures curriculum and pedagogical implementation in classrooms. The school has an explicit teaching agenda focused on advancing the reading skills of every child in the school. In 2014 we welcomed a Master Teacher to our staff to assist teachers to improve their pedagogical practice in the classroom. After extensive recruitment processes, this resource has been delivered again late in 2016 to focus on reading pedagogy.

3. We continue to provide a School chaplain to assist with student and community needs.
4. Personalised Learning is a whole school goal so we are able to formulate individualised student goals. We have made progress on this area in Reading and are restructuring our internal services to support the PLC. Students who require an individual curriculum program have one that is collaboratively developed with their class teacher and specialist teachers. We offer targeted programs for students across P-6 to concentrate on their individual learning needs. This tailored approach, supports our goals of personalised learning, differentiated programming, high expectations, on-task behaviour and focused teaching.
5. Our newly established Personalised Learning Centre (PLC) specifically supports students with disabilities through an inclusive approach with our special education teachers working with students in the classroom environment. This service is also assisting any student where we see a need for a tailored program to leverage increased student results.
6. Our LOTE program is Japanese and was taught to our eligible students.
7. We offer an annual Learn to Swim program to students of our lower school and are investigating this being a whole school program.
8. i-Pads were used across many KLA's to encourage higher order thinking, research skills, reading and comprehension development. All classrooms have access to the internet and are equipped with wireless technology.

### **Co-curricular activities**

#### **Extra curricula school activities in 2018**

included:

- Our annual whole school Art show was very well attended and we look forward to this continuing to be an annual community, business and feeder high school event
- Instrumental Music ( Brass, Woodwind, Percussion and Strings), Percussion band and Choirs
- Interschool Sport Gala Days for Years 6 students; annual cross country and fun run activities; Kokoda hiking training for dedicated students and their families each weekend during Term 2;
- Computer club, Musical, Chess Club, Gardening Club, Robotics Club, , Playground Pals, Student Council (with representative students from Years 3-6);
- Literacy and Numeracy games (lunch time activity), Gardening club, art club, art/craft club, running club, Ipad club
- Two homework clubs with our indigenous Homework Club also offering cultural activities for our indigenous students;
- Athletics Carnivals;
- Under 8s Day celebrations;
- G&T cluster days; many students also participated in University of NSW competitions in Maths, Science, English and computers and extension days at local High Schools;
- NAIDOC and Book week celebrations;
- Student leadership programs in the Senior School;
- Chaplaincy program and breakfast program;
- Active After-School Sports programs which provides free sports coaching in a wide variety of activities for 90 students each term;

- Our annual visit of students from Kinki University Elementary School with our visitors living with some of our students during their stay;
- Kokoda Challenge;
- SUPA club;

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

Students at Edens Landing State School are 21st century learners living in a digital world. Information and communication technology is embedded across our curriculum, empowering students for future learning with digital technology extending learning beyond the classroom to make connections with the real world. Students are connected with online learning tools, simulations and applications and are provided with real life context for learning.

Through their exposure to ICTs for learning, we enhance student engagement with the curriculum, increase participation in learning activities and provide numerous opportunities to demonstrate learning and achievement. Our facilities include: Interactive whiteboards, interactive data projectors, interactive Television screens or data projectors, two computer laboratories with 28 computers in each with additional computers in classrooms (80 in total); an addition fleet of 35 mobile laptops and 350 i-pads across the school. We have invested significantly in 2018 with ICT products and pedagogical innovation to inform future programs. We continue to invest in developing the mobile lab with 24 laptop machines, an integrated Science Technology Engineering and Maths (STEM) centre and extensive training of 2 staff through Griffith University in STEM.

Our school is fortunate to have a school-based ICT Champion who enhances our school program, regularly manages our school website and provides effective systems management as required. A number of our staff have been accredited in their use of ICT within the classroom. We have a number of staff developing and trialling research based initiatives to compliment student learning outcomes using ICT and associated tools as a learning resource.

All teachers have their own laptop to assist them with their classroom programming. ICT forms an integral part of the classroom curriculum planning process and is used as one tool to enhance teaching and learning in every classroom on a regular basis.

Teachers employ a wide range of school strategies to advance student learning. These can include: publication of student work, student presentations (e.g. Powerpoint, MovieMaker, Garage Band, Study Ladder, Spelling City) internet research, web quests, digital photographs (Microsoft Photo Editor, Publisher), student blogs, wikis, graphing, email, class forums, Claymation and excel. A number of our staff have developed virtual classrooms and Ed Studios for online direct student learning and access to their classroom curriculum.

In 2017 we continued to support the introductions of iPads to all classes for extensive student use in drill activities, to enhance creative expression, to support personalised learning, to advance literacy skills.

## Social climate

### Overview

At Edens Landing State School, our priority is the positive health and well-being of every student. Our pastoral care program includes the teaching of values based on positive behaviours for learning, and the school rule of “As a Learner, I am Safe, Respectful and Responsible” is known across our school.

Our values philosophy has been significant in creating focused school environment that values treating one another with respect and dignity at all times.

Closely linked to our pastoral care programs are the knowledge each classroom teacher has of individual children in their class so they can advocate for their individual learning and be able to guide them in their next steps and goals.

## 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)	97%	88%	91%
• this is a good school (S2035)	95%	89%	80%
• their child likes being at this school* (S2001)	95%	91%	93%
• their child feels safe at this school* (S2002)	100%	93%	84%
• their child's learning needs are being met at this school* (S2003)	92%	88%	87%
• their child is making good progress at this school* (S2004)	95%	89%	91%
• teachers at this school expect their child to do his or her best* (S2005)	97%	96%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	75%	82%
• teachers at this school motivate their child to learn* (S2007)	92%	91%	80%
• teachers at this school treat students fairly* (S2008)	76%	86%	77%
• they can talk to their child's teachers about their concerns* (S2009)	100%	91%	91%
• this school works with them to support their child's learning* (S2010)	94%	86%	76%
• this school takes parents' opinions seriously* (S2011)	80%	77%	64%
• student behaviour is well managed at this school* (S2012)	83%	68%	64%
• this school looks for ways to improve* (S2013)	100%	91%	71%
• this school is well maintained* (S2014)	95%	88%	84%

\* 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)	93%	98%	98%
• they like being at their school* (S2036)	97%	95%	96%
• they feel safe at their school* (S2037)	95%	97%	98%
• their teachers motivate them to learn* (S2038)	93%	98%	98%
• their teachers expect them to do their best* (S2039)	98%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	97%	97%
• teachers treat students fairly at their school* (S2041)	84%	90%	92%
• they can talk to their teachers about their concerns* (S2042)	81%	95%	95%
• their school takes students' opinions seriously* (S2043)	79%	92%	92%
• student behaviour is well managed at their school* (S2044)	74%	94%	88%

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	91%	99%	99%
• their school is well maintained* (S2046)	79%	97%	98%
• their school gives them opportunities to do interesting things* (S2047)	90%	98%	98%

\* 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)	97%	96%	88%
• they feel that their school is a safe place in which to work (S2070)	94%	86%	80%
• they receive useful feedback about their work at their school (S2071)	84%	85%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	78%	86%
• students are encouraged to do their best at their school (S2072)	97%	100%	98%
• students are treated fairly at their school (S2073)	88%	72%	74%
• student behaviour is well managed at their school (S2074)	82%	55%	58%
• staff are well supported at their school (S2075)	85%	72%	66%
• their school takes staff opinions seriously (S2076)	82%	67%	67%
• their school looks for ways to improve (S2077)	97%	94%	92%
• their school is well maintained (S2078)	91%	94%	88%
• their school gives them opportunities to do interesting things (S2079)	88%	86%	82%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Our school strives to build on the knowledge and skills our children possess prior to their entry to formal schooling. We work in partnership with parents to support student development, growth and well-being whilst at school. At Edens Landing State School we value and encourage parental involvement in all aspects of our school and especially in our classrooms as we know that a student's education is much more effective when students, parents and teachers work together. We acknowledge the great work our parents do with academic support for our students. We also greatly appreciate the time our parents take to attend our many school functions to support their children and to support our school.

We work very closely with our Adopt-A-Cop and the Local Council co-planning events together like the day For Daniel Walk and working with the Aged Care home.

We also work in partnership with our local ECECs to ensure a smooth transition for our Prep students. They participate in Under8's day, transition days, book parade and more. We are an active member of the Early Childhood Network including Logan Together, local ECEC and neighbouring schools.

## Respectful relationships education programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. These skills are actively discussed and taught using our core values and our existing PBL framework and weekly lessons.

## 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	114	43	59
Long suspensions – 11 to 20 days	4	0	1
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

Our SAKG program focuses on sustainable practices in our school and supports discussion about our environmental footprint as a school community. We can attribute the additional electricity use below to an increase in classes and therefore more air conditioned learning spaces. Water conservation is a priority with several strategies implemented to reduce consumption including dual flush toilets and waterless hand sanitisers for learning areas

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	179,018	186,367	198,830
Water (kL)	27,645	1,824	2,282

Note:

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

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

## School funding

### School income broken down by funding source

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

#### How to access our income details

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

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

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



Note:

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

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	56	28	<5
Full-time equivalents	48	19	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	
Diploma	
Certificate	

\*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 \$[INSERT VALUE].

The major professional development initiatives are as follows:

- Reading pedagogy – all staff
- How to teach reading coaching- all teaching staff
- Growth Mindset in the classroom – all staff
- Book study groups
- IMPACT – our pedagogical Framework
- General staff team development – all staff
- Principal and executive team coaching
- Quadrennial School Review - executive team workshop
- Resilience Coaching – all staff
- Administrative Officers development
- Essential Skills training for all teachers and teacher Aides
- Kids Matters Training for all staff

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.	96%	95%	95%

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

From the end of the previous school year, 99% 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	91%	93%	91%
Attendance rate for Indigenous** students at this school	84%	87%	87%

\* 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	91%	93%	92%
Year 1	90%	92%	90%
Year 2	90%	93%	91%
Year 3	94%	92%	91%
Year 4	89%	94%	91%
Year 5	94%	93%	93%
Year 6	90%	94%	90%

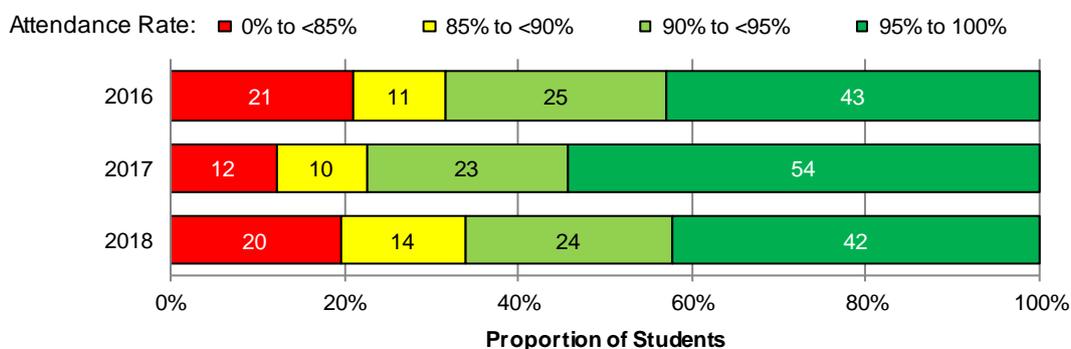
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Edens Landing State School endorses the Everyday Counts strategy. (we need “every child in every class learning and achieving every day”.) Our expectation is that all students arrive on time and are in classrooms at 8.50am and remain until 2.50pm each day. This is communicated to our community frequently through enrolment information, open days, and school newsletters. We also encourage active participation on the last day of every term by holding our Family Fun Days, a fun filled day for the whole family

As per departmental requirements, we mark the student attendance roll twice per day, normally at approximately 9.00am and 2:00pm each day. Absences and reasons for absences are recorded using OneSchool codes and processes. The school’s attendance policy requires teachers to make contact with parents following an unexplained absence of two consecutive days.

For continued unexplained absences and/or irregular attendance, the school administration works with parents to support the attendance of the student. This is achieved through phone communication, face to face meetings, letters, home visits and, where necessary, official notifications. Our focus is always on ensuring that every child has the opportunity to maximise their achievement by maximising their attendance. Time at school in front of their teacher is critical to the success of all students. It is the parent’s responsibility to ensure students attend school at every possible opportunity.

Our school uses a same day SMS notification service for student absences and unexplained late arrivals and also sends fortnightly letters home to get confirmation on a reason for recorded unexplained absences.

## NAPLAN

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

### How to access our NAPLAN results

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

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

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

Notes:

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