



Harris Fields State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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## School Overview

Harris Fields State School is a band 9 school located in Logan City and is part of the Logan Beaudesert Education District and the South East Region. Harris Fields has a high proportion of students with English as a second language, drawn from a large Pacific Island community. Approximately ten per cent of our students are from the Aboriginal and Torres Strait Islander Peoples' community. The number of refugees fluctuates but is increasing to add to the rich cultural mix of our school. The school vision, *'to give, to question, to excel'* is at the centre of our school. We achieve this mission by targeting excellence in our curriculum and encouraging all students to pursue high levels of academic attainment. There is a focus on enabling students to become active citizens in a learning, rapidly changing and digital society. Our core values are focussed on preparing young people to be active and reflective citizens by supporting students to become active in the community, by building students' confidence in their relationships with other cultures in Australia and abroad and by creating a safe, tolerant and disciplined environment for all. While supporting these values we maintain a strong focus on literacy, numeracy and information and communication technology skills. Some unique features of Harris Fields State School are our love of the Arts which is clearly demonstrated in our musicals, concerts and choirs and our engagement in sport. A specialist visual arts teacher provides an extensive art program for our students and an extension program exists for our highly talented budding artists. Our Art shows display student talents in a variety of media and are valued highly by the community. Extra staffing is engaged to support our very talented sports achievers. We have a very successful sports program with regional and state representation in athletics and rugby league. Learning and League and The Touch Academy for Girls is an opportunity for our talented students to excel in these sports. Our cultural programs are well recognised and highly valued by the school and wider community. Our multicultural choir is valued and loved for the outstanding singing that is produced and the range of languages used when performing. The school plays an important role in the community by being a centre for learning for students and families through our extended day. Youth and Family Services and a full time Guidance Officer are strong aspects of our school who provide additional services which offers support to students and their families. Our school works with the community and values the productive outcomes that can be achieved for students when community and school relationships are strong.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

- ✓ Oral language
- ✓ Reading
- ✓ Writing
- ✓ Number
- ✓ Critical and creative thinking

Targets were set for our students, tracked and monitored to assist with the planning for success for every student. Targets were communicated with the school community through teacher meetings, newsletters and the school's website.

#### Other priorities were:

- ✓ Student Wellbeing
- ✓ Develop a professional learning community

- ✓ Student attendance
- ✓ Parent engagement
- ✓ **Measuring success:**

NAPLAN	School Based Data	Attendance
<b>Year 3 students in the U2B –</b> Reading 35% → (45.3%) Writing 30% → (18.8%) Numeracy 35% → (32.8%) <b>Year 5 students in the U2B –</b> Reading 40% → (49%) Writing 20% → (11.8%) Numeracy 30% → (20%)	TORCH PAT M Levels of Achievement (A-E) Early Start (Prep) PM Benchmarks Writing samples	Increase attendance to 94% Decrease late arrivals by 80%

## Future Outlook

Implement programs to improve the percentage of students at or above NMS and U2B in Reading, Writing and Spelling				
Actions	U2B	NMS or above	Timelines	Responsible Officer
Develop and implement a whole school intervention model focussed upon reading.	Yr3 (20%) Reading Yr3 (20%) Writing Yr3 (35%) spelling	Yr3 (90%) Reading Yr3 (90%) Writing Yr3 (88%) spelling	T1, T2, T3, T4	L.T. / <del>STLaNs</del>
Track student progress using triangulated data sets.			T1, T2, T3, T4	HOC
Develop, implement and monitor a consistent whole school approach to classroom reading practices.			T1, T2, T3, T4	L.T.
Develop, implement and monitor a consistent whole school approach to 7 Steps for Success practices.	Yr5 (20%) Reading Yr5 (20%) Writing Yr5 (25%) Spelling	Yr5 (90%) Reading Yr5 (85%) Writing Yr5 (82%) Spelling	T1, T2, T3, T4	PRINCIPAL
Build teacher capability in the teaching of phonemic and phonological awareness across P-6.			T1, T2, T3, T4	PRINCIPAL / P-2 HOC
Implement programs to improve the percentage of students at or above NMS and U2B in Numeracy				
Actions	U2B	NMS or above	Timelines	Responsible Officer
Continue to implement and monitor a consistent whole school approach to classroom mathematics practices.			T1, T2, T3, T4	M.T. / DEPUTY / HOCs
Track student progress using triangulated data sets.	Yr3 (30%) Numeracy	Yr3 (90%) Numeracy	T1, T2, T3, T4	M.T. / HOCs
Invest in a Numeracy consultant to improve pedagogical practices across whole school. (Regional Staff)	Yr5 (20%) Numeracy	Yr5 (88%) Numeracy	T1, T2, T3, T4	M.T / DEPUTY / HOCs

Deepen teacher knowledge, expertise and delivery of the Australian Curriculum.			
Actions	Targets	Timelines	Responsible Officer
Implement Early Years Frameworks (Age Appropriate Pedagogies, QCAA), Early Start (Literacy) continua	100% engagement (EYF)	T1, T2, T3, T4	HOC P-2
Continue to develop a deep knowledge and understanding of the Australian Curriculum (focusing on embedding Aboriginal and Torres Strait Islanders perspectives)	100% engagement (DPED)	T1, T2, T3, T4	HOCs / DEPUTY
Implement Digital Pedagogies across the whole school		T1, T2, T3, T4	HOC / M.T

Improve percentage of positive behaviour and attendance			
Actions	Targets	Timelines	Responsible Officer
Build teacher capability in Essential Skills for Classroom Management.	Decrease classroom referrals by 20%?	T1, T2, T3, T4	Wellbeing Officer
Lead positive school behaviour/wellbeing program across whole school	100% participation in staffing	T1, T2, T3, T4	Wellbeing Officer
Encourage and promote attendance through proactive and reactive strategies	94% attendance	T1, T2, T3, T4	DEPUTY

## 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 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	460	209	251	58	91%
<b>2016</b>	501	227	274	62	86%
<b>2017</b>	525	245	280	77	87%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Harris Fields State School's ICSEA index for 2017 was 993 with 20% living within this range. Harris Fields State School is made up of various cultural backgrounds. The majority of families are living in an urban low socio-economic area. The families are culturally, ethnically and financially diverse. The enrolment trend has been stable over the past few years showing a gradual increase in enrolments since 2015.

- ✓ 13.8% of students identify as indigenous
- ✓ 48.5% female, 51.5% male
- ✓ 33% EAL/D students
- ✓ 13.2% Students with disabilities
- ✓ Large percentage of unemployed and low income families
- ✓ Large percentage of Pacifica students

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	26	25
Year 4 – Year 6	26	27	27
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

## **Our Approach to Curriculum Delivery: Student-centred planning**

- ✓ We know the whole child
- ✓ Differentiated learning pathways for all students
- ✓ Co-constructed learning goals, learning intentions, success criteria

## **High expectations**

- ✓ Every child, every day has challenging learning goals with co-constructed criteria
- ✓ Consistent feedback supports growth mindset and continued development
- ✓ Critical and creative thinking

## **Alignment of curriculum, pedagogy and assessment**

- ✓ Teaching and learning is aligned with Australian Curriculum
- ✓ Assessment front ends planning, assesses achievement standards and is supported by communicated exemplars and marking guides
- ✓ Moderation ensure portfolios and reports speak to the Australian Curriculum Achievement Standards

## **Evidence-based decision making and research based teaching methods**

- ✓ Teaching and learning is informed by triangulated student performance data and validated research
- ✓ A comprehensive range of agreed research-based teaching strategies ensures a targeted and scaffolded instructional approach
- ✓ Consistent, whole-school approaches ensures students equal opportunities to quality instruction

To employ this approach, Harris Fields State School adopts a set of signature pedagogical practices across all key learning areas. These signature practices include:

- ✓ Gradual Release
- ✓ Visible Learning
- ✓ Explicit Teaching
- ✓ Differentiation
- ✓ Effective Thinking
- ✓ Making Connections

## **Extra curricula activities**

Maths, English, Science

- ✓ Enrichment days at local schools and universities
- ✓ Enrichment opportunities embedded across P-6
- ✓ Technology, including iPads, Coding and Robotics, opportunities

## **Sporting**

- ✓ Interschool Sport – rugby league, touch football, soccer, netball
- ✓ Learning and League
- ✓ Touch Football Academy
- ✓ Representative Sport
- ✓ Sporting Carnival – Sports Day, Cross Country

## **The Arts**

- ✓ Junior and Senior Cultural Choir

- ✓ Instrumental Music
- ✓ Junior and Senior Concert
- ✓ Playtime band
- ✓ Visual arts specialist teacher
- ✓ Arts enrichment opportunities

### **Community**

- ✓ ANZAC day
- ✓ NAIDOC celebrations
- ✓ Under 8s Celebration
- ✓ Life Education
- ✓ STEM Fair
- ✓ Book Week
- ✓ School Banking

### **How Information and Communication Technologies are used to improve learning**

At Harris Fields State School digital technologies are employed to improve and extend student learning, rather than to simply engage them. Differentiated instruction is based on data and day-to-day monitoring of students that indicates the particular learning needs of each student. Purposeful planning for the use of digital technologies is required to: engage students; assist students to achieve the expected learning; and, to allow students to demonstrate what they know, understand and can do.

Harris Fields State School has invested in becoming a digitally-rich school. Each Prep – Year 4 class is resourced with sets of iPads and each Year 5 and Year 6 class is resourced with laptops. There is also a class set of desktop computers available for use in the library. In 2016, Harris Fields State School introduced the Tech Space. The Tech Space is well-resourced with robotics and production devices.

## **Social Climate**

### **Overview**

At Harris Fields State School, we value the care of each member of the school community. We aim to build a resilient, responsible and happy community that is actively engaged with the school, nurturing the on-going development of every student. Teachers must be proactive in building safe and supportive learning communities as well as reactive in responding effectively to situations of concern for students. The National Safe School Framework provides the basis for our policy.

### **The leadership is committed to a safe school as demonstrated by its:**

- ✓ Responsibility for the development and maintenance of a safe, supportive and respectful learning and working environment
- ✓ Clear vision for a safe, supportive and respectful school overseen by key staff with specific responsibilities
- ✓ Ongoing data collection used to inform decision making and to evaluate the effectiveness of policies, programs and procedures
- ✓ Communication of mandatory requirements and legal issues

### **Our supportive and connected school culture is characterised by:**

- ✓ Teaching, staff modelling and promotion of explicit pro-social values and expectations for behaviour
- ✓ Positive, caring and respectful relationships between all stakeholders
- ✓ Parent/carer connectedness to the school
- ✓ A focus on staff wellbeing and safety

### Our policies and procedures are:

- ✓ Collaboratively developed and clearly communicated for stakeholders to follow including:
  - ✓ Appropriate use of Technology
  - ✓ Development of risk assessments
  - ✓ Induction programs for new staff and students

### Positive Behaviour Management is enhanced through:

- ✓ Promotion and recognition of positive student behaviour
- ✓ Effective risk minimisation in technology, playground supervision and off-campus activities

### Engagement, skill development and a safe school curriculum is delivered through:

- ✓ Student engagement with learning
- ✓ Teaching of skills and understandings for cyber safety, personal safety, protective behaviours and, social and emotional skills

### A focus on student wellbeing and student ownership is evidenced through:

- ✓ Defined structures and strategies for enhancing student wellbeing
- ✓ Adoption of strengths-based approaches to student learning and participation

### Early intervention and targeted student support

- ✓ Effective processes and intervention for students requiring support and skill development

### Our school recognises the need to develop partnerships with families and community to:

- ✓ Provide consistent messages about safety and wellbeing
- ✓ Extend support to students and families as needed

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	94%
this is a good school (S2035)	100%	100%	94%
their child likes being at this school* (S2001)	100%	100%	94%
their child feels safe at this school* (S2002)	100%	86%	98%
their child's learning needs are being met at this school* (S2003)	33%	100%	90%
their child is making good progress at this school* (S2004)	100%	100%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	88%
teachers at this school motivate their child to learn* (S2007)	100%	100%	90%
teachers at this school treat students fairly* (S2008)	67%	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	94%
this school works with them to support their child's learning* (S2010)	67%	100%	92%
this school takes parents' opinions seriously* (S2011)	100%	100%	86%
student behaviour is well managed at this school* (S2012)	67%	100%	94%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school looks for ways to improve* (S2013)	100%	100%	94%
this school is well maintained* (S2014)	100%	100%	98%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	89%	97%
they like being at their school* (S2036)	97%	92%	97%
they feel safe at their school* (S2037)	97%	86%	95%
their teachers motivate them to learn* (S2038)	97%	94%	96%
their teachers expect them to do their best* (S2039)	99%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	97%	96%	98%
teachers treat students fairly at their school* (S2041)	96%	88%	90%
they can talk to their teachers about their concerns* (S2042)	90%	81%	87%
their school takes students' opinions seriously* (S2043)	90%	85%	93%
student behaviour is well managed at their school* (S2044)	80%	77%	91%
their school looks for ways to improve* (S2045)	99%	94%	98%
their school is well maintained* (S2046)	97%	94%	91%
their school gives them opportunities to do interesting things* (S2047)	97%	94%	98%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	97%	95%
they feel that their school is a safe place in which to work (S2070)	95%	92%	95%
they receive useful feedback about their work at their school (S2071)	92%	89%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	65%	81%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	97%	97%	87%
student behaviour is well managed at their school (S2074)	97%	86%	70%
staff are well supported at their school (S2075)	97%	92%	88%
their school takes staff opinions seriously (S2076)	92%	94%	87%
their school looks for ways to improve (S2077)	97%	94%	93%
their school is well maintained (S2078)	100%	100%	98%
their school gives them opportunities to do interesting things (S2079)	94%	95%	93%

\* 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



We value our parents and the community and encouraged them to be actively involved in all aspects of schooling, including academic, sporting, cultural awareness and The Arts. Special events during 2016 in which parents and community were invited to attend included:

- ✓ Book Week Celebration
- ✓ ANZAC Ceremony
- ✓ Leader Induction Ceremony
- ✓ School Concert
- ✓ STEM Fair
- ✓ The Club – Graduation Ceremony
- ✓ School Cross Country
- ✓ School Sports Day
- ✓ Interschool Sport
- ✓ Mothers' Day Prep Event
- ✓ Fathers' Day Prep Event
- ✓ Reconciliation Assembly
- ✓ Harmony Day Celebration
- ✓ Award Ceremony
- ✓ Launch of Excellence Programs
- ✓ Rugby Gala Day
- ✓ Prep Transition Program
- ✓ Year Six Graduation

**Communication is an important component for engaging parents and the community. We do this by having:**

- ✓ Class information sessions
- ✓ Termly class newsletter
- ✓ Fortnightly school newsletter
- ✓ End of Semester Reporting
- ✓ End of term one and term three parent teacher interviews

**To provide high quality learning opportunities for the students during 2016 we engaged with the following organisations:**

- ✓ Queensland Police Service (School Liaison Office: Constable Matt Lowe)
- ✓ Queensland Fire and Rescue Service (Safety)
- ✓ YFS (Social Skilling Programs and Breakfast Club)
- ✓ Griffith University (Launch into Life at Logan)
- ✓ NRL All Stars (Wellbeing presentations)
- ✓ Life Education (Smart Choices for Healthy Choices)
- ✓ Mabel Park State High School (Enrichment opportunities)
- ✓ Spinal Life (SEAT Program)
- ✓ The Song Room (Community Postcard Project)
- ✓ Local High School (Transitions to High School)

The school Parents' and Citizens' Association (P & C) is the main consultative body which provides services and support to the school community including tuckshop, uniform shop, book ordering, Mothers' and Fathers' Day stalls. P & C meetings provide a forum for discussion of educational issues as well as dealing with many matters that affect our school. The P & C holds a significant role in decision making about school policy, goal setting, annual plans (including budgeting), social activities, improvements to the grounds and provision of equipment. In this way, the members are included in the provision of quality of education for the students. As needs arise, parent membership is invited for special committees set up for specific purposes. The P & C meets every second Wednesday of each month at 2:45pm in the staffroom.

### **Respectful relationships programs**

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Appropriate and respectful behaviour is defined, modelled and reinforced to students through the Student Responsible Behaviour Plan.



Harris Fields State School implements a range of proactive and preventative processes and strategies to support student behaviour and to focus on personal safety and awareness. This includes identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence. Students will recognise, react and report when they, or others, are unsafe. Processes and strategies include:

- ✓ Promoting the 'Bullying. No Way!' campaign
- ✓ Life Education Program
- ✓ YFS Social Skilling Program
- ✓ Supported Play
- ✓ Restorative Justice
- ✓ Visual displays of appropriate behaviour
- ✓ Lessons and role play activities related to conflict resolution
- ✓ Assembly performances promoting positive behaviour and virtues
- ✓ Wellbeing Officer support

### 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	2015	2016	2017
Short Suspensions – 1 to 10 days	26	97	74
Long Suspensions – 11 to 20 days	0	1	4
Exclusions	0	0	3
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Harris Fields State School has been making a concerted effort to reduce its environmental footprint. The water consumption has been cut through the use of water tanks being used throughout the school. Electricity consumption has also been reduced through the effective use of tariffs and solar panels in the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	130,018	10,257
2015-2016	125,986	5,868
2016-2017	124,735	6,866

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

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Sector:

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SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	37	20	0
Full-time Equivalents	33	14	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	40
Diploma	5
Certificate	5

\*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 2017 were \$44530.87

The major professional development initiatives are as follows:

- ✓ Phonics Program Phonics program
- ✓ Literacy Solutions Coach
- ✓ Reading workshops
- ✓ Writing workshops
- ✓ Trauma training
- ✓ Curriculum mentoring and coaching

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	86%	87%

\*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 2017 for all Queensland Primary schools was 93%.

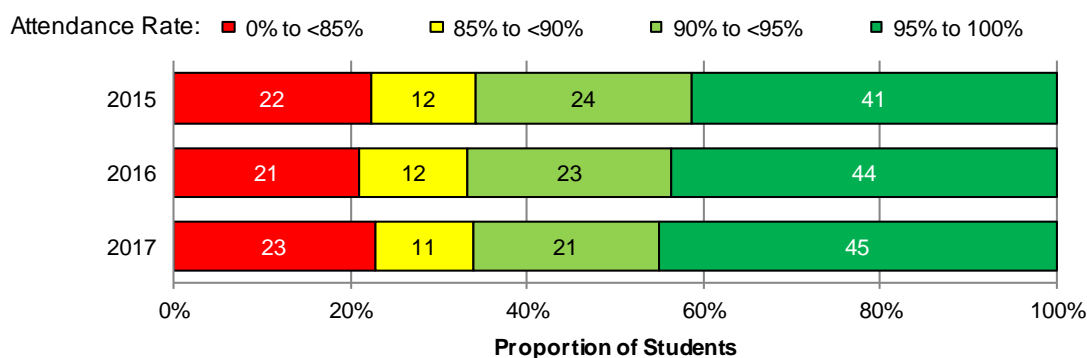
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	88%	92%	94%	90%	92%	92%						
2016	88%	88%	92%	92%	95%	91%	90%						
2017	90%	89%	87%	92%	90%	93%	91%						

\*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.

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 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.

At Harris Fields State School we:

- ✓ Mark electronic attendance rolls twice a day
- ✓ Enter data onto OneSchool daily
- ✓ Forward letters to parents (weekly) where excessive (more than 2) unexplained absences are recorded.
- ✓ Parents are asked to contact the school to clarify the absence
- ✓ Same day text messaging used to contact parents
- ✓ Have teaching staff and administration team contact families to clarify absence
- ✓ Promote attendance through acknowledgement on assemblies (weekly)
- ✓ Promote attendance using the newsletter and posters in classrooms
- ✓ Promote the schools attendance target of 94% providing students with their attendance data
- ✓ Use our Guidance Officer to support families who are experiencing difficulty in bringing their children to

school

## 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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