



Cardwell State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Cardwell State School is one of the oldest schools north of Townsville. It was established in 1870 and has been on the current site since 1885. The school is situated on the Bruce Highway overlooking Hinchinbrook Island, which is part of the Great Barrier Reef World Heritage Area. Approximately 90 students currently attend the school from Prep through to Year Six. Cardwell is approximately 165 km North of Townsville and is the southern most school in the FNQ Region. Cardwell is a Reef Guardian School and, as such, all students are involved with units of work on the reef, covering such topics as reef awareness, conservation, protection and best environmental practices. All the Key Learning Areas are catered for within a K.L.A. framework. There is a strong focus on literacy and numeracy using the Australian Curriculum. Specialist lessons in LOTE, HPE, Music and The Arts are offered each term. Cardwell State School offers Learning Support and Pastoral care each week. Students benefit from regular visits from our Guidance Officer and Speech Language Advisory teacher. We enjoy good community support and an actively involved Parents and Citizens Committee which helps in providing both resources and direction for the school.

Principal's Foreward

Introduction

This School Annual Report provides a snapshot of our achievements in 2016 and our plans for 2017.

"Broaden your Horizons" is our school motto. Our school community is committed to achieving student success through high academic and social expectations; a clear and consistent teaching and learning program focused on the Australian Curriculum, explicit teaching and consolidations and strong leadership that develops staff capacity, student well-being and a collaborative school community.

School Progress towards its goals in 2016

2016 was a very positive year on many fronts. The implementation or commencement of the following strategies for our small school setting has resulted in pleasing improvements in student outcomes.

PRIORITY 1. Improving teaching	Actioned
<ul style="list-style-type: none"> To seek and provide Professional Development opportunities for all staff. 	✓
<ul style="list-style-type: none"> To develop personal Performance Development Plans with staff using the ATSIL tool and template. 	✓
<ul style="list-style-type: none"> Regular coaching and feedback sessions across key areas of Literacy and Numeracy. 	✓
<ul style="list-style-type: none"> Peer teaching visits to other classrooms at this school and across the cluster. (TRS supplied - I4S) 	2017
<ul style="list-style-type: none"> Support beginning teachers through Beginning Teacher Mentor Program. 	✓
<ul style="list-style-type: none"> Devote staff meetings twice a term (week 6 and week 10) for staff to moderate student work. 	✓
<ul style="list-style-type: none"> Moderation meetings across like schools for staff to share, compare and assess student assessment. 	✓

PRIORITY 2. Curriculum Framework and Planning	Actioned
<ul style="list-style-type: none"> Professional development for teachers to assist in planning process used for multiple classes. 	✓
<ul style="list-style-type: none"> Teachers consolidate differentiation and assessment process (GTMJ) to cater for student from their point of need and the multi-age classroom setting. 	✓
<ul style="list-style-type: none"> Employ teacher to act in a HOC capacity to work collaboratively with teaching staff to build curriculum framework in English. 	✓
<ul style="list-style-type: none"> Regular data reviews to assess student progress and determine future teaching for students. 	✓
<ul style="list-style-type: none"> Staff collect relevant data/evidence to inform and develop ICP plans for students who are more than 12 months above or below their current year level. 	✓
<ul style="list-style-type: none"> Data Plan to inform which diagnostic data tools are to be used and when. 	✓
<ul style="list-style-type: none"> Organise moderation meetings across like schools for staff to share, compare and assess student assessment. 	✓

PRIORITY 3. Writing	Actioned

<ul style="list-style-type: none"> Professional development for new staff. 	✓
<ul style="list-style-type: none"> ACARA writing skills scope and sequence to be followed for grammar and punctuation, spelling and handwriting lessons. 	✓
<ul style="list-style-type: none"> NAPLAN writing preparation practice. 	✓
PRIORITY 4. Reading	Actioned
<ul style="list-style-type: none"> Develop teacher capabilities in planning and implementation of class reading programs. 	✓
<ul style="list-style-type: none"> Develop Teacher and Teacher Aide capabilities in use of diagnostic testing i.e. PM benchmark tests, Probe, Torch and PAT R. 	✓
<ul style="list-style-type: none"> Use CARS and STARS to explicitly teach and analyse reading comprehension strategies across all year levels and use data to inform further teaching. 	✓
<ul style="list-style-type: none"> Use of Data Record Books to set reading targets and individual learning goals for students. 	✓
PRIORITY 5. Attendance	Actioned
<ul style="list-style-type: none"> Office staff assigned to follow-up on all unexplained absences via phone or letter each week. 	✓
<ul style="list-style-type: none"> Visual displays showing whole school target and weekly progress. 	✓
<ul style="list-style-type: none"> Daily attendance recorded and monitored in Data Books and on charts by students. 	✓
<ul style="list-style-type: none"> Acknowledgements on parade every 5 weeks and ribbon given at the end of each term for reaching 95% target. 	✓
<ul style="list-style-type: none"> Indigenous Liaison Officer to assist indigenous families. 	✓
PRIORITY 6. Numeracy	Actioned
<ul style="list-style-type: none"> Enhance basic number fact scope and sequence plan by recording all strategies used for the teaching of each set of facts. 	✓
<ul style="list-style-type: none"> Data books used to set targets and record weekly progress. 	✓
PRIORITY 7. Connecting Parents and Caregivers with their child's learning.	Actioned
<ul style="list-style-type: none"> Parent /teacher interviews to discuss individual child's progress. Terms 1 and 3. 	✓
<ul style="list-style-type: none"> Provide information sessions for parents e.g. reading, homework, data and behaviour 	Ongoing

Future Outlook

Cardwell Sate School Improvement Plan 2016.

Priority	Target	Strategies	Who	Evidence
Improving Teaching	100% teachers proficient or above – ET 100% teachers Implementing – Consolidations Coaching and Feedback culture evident 100% teachers with PDP 100% students C or above unless on ICP	Improving Teaching <ul style="list-style-type: none"> Coaching and Feedback Profiling Walkthroughs Beginning teachers Program Moderation Reporting Review of Pedagogical framework Planning and Progress Reviews of PDP	Principal CT LST	Plotting on ET continuum Feedback sessions and reports Results from Classroom profiling Pedagogical Framework
Curriculum framework	100% teachers 1. using achievement	Strategies <ul style="list-style-type: none"> PD related to Curriculum Planning Cluster planning days 	Principal CT	Planning Assessment pieces

and Planning	standards from Australian curriculum 2. planning for multi-age from C2C units and adjusting GTMJ 3. involved in moderation across the cluster 4. using data to inform teaching	<ul style="list-style-type: none"> • Cluster moderation days • Data review meetings • Individual progress meetings – principal/teacher • Storing of Data on One School 	LST	Evidence of data to inform teaching evident in planning Learning support Individual goals for learning.
Writing	1. Develop school Writing plan 2. 100% teacher involvement	Strategies <ul style="list-style-type: none"> • Analyse current writing data • Research best practice • Develop teacher capabilities • Develop school writing plan • Implement 	Principal Teachers Advisory staff.	Improved and consistent teaching practice Increase in student outcomes – evident in student writing data
Reading	1. Targets and PM Benchmarks as per FNQ 2. Each student progressing a minimum of 12 months each year 3. 75% of students above RA or CA 4. Individual reading goals established, monitored and reassessed each 5 weeks.	Strategies <ul style="list-style-type: none"> • Continue effective current practices. • PD How to Teach Reading • Data reviews • Collaborative approach to students not moving • Review resources. • STARS AND CARS implementation plan 	Principal Teachers Aides	Standardised testing Reading Data Reading continuum
Connecting Parents and Carers with student Learning	1. 90% + parent attendance at parent teacher interviews 2. 100% parents knowing and understanding student learning goals and targets.	Strategies <ul style="list-style-type: none"> • Improved communication and follow up for all events. • Articles, shared stories in newsletters • Follow up appointments to be made each Term for reporting • Informal visits to classrooms – learning walks, student presentations etc. • Parent information evenings • Homework club • Information sessions related to learning e.g. how to help with reading at home. 	Principal Teachers	Improved parent involvement at events. Improved student outcomes. School Opinion Survey Parent feedback

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	79	40	39	24	88%
2015*	82	42	40	23	83%
2016	78	43	35	19	81%

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

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

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Students at Cardwell State School come from the township of Cardwell and its immediate surrounds. The town's major industries are banana, prawn farming and fishing. Local businesses rely heavily on tourists and local visitors and who drive along the main highway. We have a multicultural body of students with 24% Aboriginal and Torres Strait Islander and a growing percentage of children from India and Asia.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	14	21	20
Year 4 – Year 7	14	19	25
Year 8 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our Approach to Curriculum Delivery

Cardwell State School provides a multi-age setting for its students. Teaching staff use a differentiated approach to student learning where student learning and assessment are developed around student point of need. Teachers collect a range of data about student learning and development and analyse this data on a 5 weekly cycle to assess student learning. Areas of literacy, numeracy and science are the main areas for discussion regarding student improvement. FNQ data targets are used to guide student development and growth. One School is used to collect diagnostic data and provides evidence of student improvement. Student data is shared with students and parents to provide feedback and involvement in learning. Cardwell State School uses the following to support student learning:



- Australian Curriculum,
- C2C Resource Units,
- Foundation Learning Programs –CARS and STARS
- Guided texts – Mental maths and Soundwaves
- Evidence based decision making
- Differentiated and Student Based Planning
- Direct and Explicit Instruction
- Small Group instruction
- Differentiated Instruction

Cardwell State School uses the following diagnostic assessments:

- PM Reading Benchmark Assessments
- PROBE Testing
- FNQ Regional Numeracy Assessment
- PAT R and PAT M Testing

Transition – School Readiness Program

School Readiness sessions are held in Term 4 each year for Pre PREP children to become familiar with their new environment, meet their new teachers and experience some early learning and routines.

Special Needs

As part of the Ulysses cluster of schools we have access to high quality special needs programs that compliment class programs and are responsive to the specific needs of the student.

Most students participate 100% in their classroom. Differentiated programs are designed and implemented with the support of skilled teachers. High levels of professional collaboration occurs at planning, implementation and, reporting stages.

Co-curricular Activities

- School Leaders – Captains and Vice Captains
- Student Council
- Community weekly parade with student input
- Giringun Rangers and Junior Rangers Program
- Annual School Camps – Years 3 – 6
- Local, regional and district sporting opportunities
- Special school sporting and fun days – Fun run, tug of war competition
- Reef Guardian School
- Leadership Camp
- Annual School Concert
- 'Chappy' Breakfasts

How Information and Communication Technologies are used to Assist Learning

Our school is equipped to meet the achievement standards of the Australian Curriculum. ICT learning is embedded in each KLA. Each classroom has an interactive whiteboard and dedicated laptop which are used for most teaching sessions. Students are taught a wide variety of skills including the use of Microsoft Office suite, accessing The Learning Place, keyboarding skills and research skills. ICT skills are embedded in their learning. The students also have their own personal computer for use at school through the One Lap Top per Child Program. These XO computers connect to the internet through the use of Wi-Fi. Our school is currently implementing an IT upgrade Plan and Stage 1 of our new computer lab has commenced.

ICT's are used extensively by teachers – planning, teaching and learning, monitoring progress, reporting. Teachers use One School for a range of purposes – planning, data collection and analysis, behaviour reports, use of dashboard and assessment reports. Professional development is accessed through ICT by all staff members.

Social Climate

Overview

At Cardwell State School we are committed to providing a safe, respectful and disciplined learning environment. Our school prides itself in the warm and caring environment we have created here. Our school welcomes and supports students from a wide range of cultural and social backgrounds. Our students benefit from the rich learning and social environment this creates.

Our behaviour program focuses on three general areas:

- Promotion and support of positive student behaviours
- Explicit teaching of social skills (PBL)
- Management of inappropriate behaviours

Preventative Strategies include: The School's Responsible Plan which is discussed with every new enrolment, a focus on the explicit teaching of social and friendship skills as part of our Positive Behaviour for Learning Program and the use of a range of positive reinforcement strategies including awards on parade. Classroom rules, expectations and consequences are regularly taught and re-visited.

Supportive Strategies include: Guidance Officer assistance, School Chaplaincy Program, Peer Support, Mentoring Program provided by Tully Support Centre and regular staff and principal support for students.

Corrective Strategies include: A detailed description of the consequences applied for a range of unacceptable behaviour is outlined in our Responsible Behaviour Plan.

The positive climate in our school is the result of a consistent and explicit whole school approach to responsible behaviour. A range of strategies, including our Bullying Prevention Strategy, are used to address the varying needs of students and the diverse contexts. All incidents are recorded on to the school data base. There were no student suspensions in 2016. Last year's school opinion survey reflected that 100% of parents surveyed believed that their children were able to talk with their teachers about their concerns and that 100% of parents found this school works well to support student learning. Student satisfaction is high.

We have been working hard to improve these results with a strong focus on implementing the Positive Behaviour for Learning program and expectations.

BE RESPECTFUL

BE A LEARNER

BE SAFE

BE A BUDDY

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	67%	100%	90%
this is a good school (S2035)	100%	100%	90%
their child likes being at this school* (S2001)	100%	100%	90%
their child feels safe at this school* (S2002)	100%	100%	90%
their child's learning needs are being met at this school* (S2003)	67%	100%	90%
their child is making good progress at this school* (S2004)	67%	100%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	89%
teachers at this school motivate their child to learn* (S2007)	100%	100%	80%
teachers at this school treat students fairly* (S2008)	100%	100%	78%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	89%
student behaviour is well managed at this school* (S2012)	100%	100%	80%
this school looks for ways to improve* (S2013)	100%	100%	89%
this school is well maintained* (S2014)	100%	100%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	95%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	86%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	88%
they feel that their school is a safe place in which to work (S2070)	100%	100%	75%
they receive useful feedback about their work at their school (S2071)	80%	89%	63%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	89%	63%
student behaviour is well managed at their school (S2074)	100%	89%	75%
staff are well supported at their school (S2075)	100%	75%	63%
their school takes staff opinions seriously (S2076)	90%	88%	86%
their school looks for ways to improve (S2077)	100%	88%	75%
their school is well maintained (S2078)	100%	100%	75%
their school gives them opportunities to do interesting things (S2079)	90%	89%	75%

* 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

Every class teacher conducts parent partnership meetings each term. Face to face, individual, oral reporting occurs prior to report cards being sent home so as to thoroughly discuss all aspects of the student's schooling. Parents review student data books each term. Parents are encouraged to attend weekly parades, to help with school camps, excursions, sporting days and special events.

Our P&C conduct meetings once a month and conduct P&C activities with the support of numerous parent and staff helpers. These activities include the tuckshop, school garden, the local markets, Special events days such as Mother's and Father's Day and Halloween Disco. In 2016, they conducted many fundraising activities in order to raise money for new aluminium seating for the lower school eating area. P&C executive and members are involved in the school strategic planning and audits.



Community groups contribute significantly to student learning and teacher support. Several of our local rangers organise and run the Giringun Junior Rangers Program. Our local golf club and IGA sponsor and run the My Golf Program for all of the students in our school. Our Physical Education teacher liaises closely with local sporting groups such as Little Athletics, netball and touch coaches.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. Students are encouraged to actively seek assistance when they feel unsafe or threatened. They practice the 'hands off' rule when playing and working with others. The focus of 'Being a Buddy' teaches our young students to be respectful and caring. It teaches empathy and students support each other, showing initiative in seeking assistance and reporting inappropriate behaviours.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	9	1	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

All of the school gardens have been mulched to prevent water loss and have been planted with drought resistant flora.

Students recycle food scraps and the school has a worm farm. This initiative aligns with the Cassowary Coast Council's new bin recycling initiatives.

Students and staff were also encouraged to manage lights and air-conditioners in their classrooms.

Sustainability is valued and embedded across curriculum.

The school has numerous solar panels installed.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	50,872	8,224
2014-2015	50,972	
2015-2016	37,172	169

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	6	<5
Full-time Equivalents	6	5	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	4
Diploma	1
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$15 179.48.

The major professional development initiatives are as follows:

- Consolidations Workshops
- Planning and Moderation PD with other schools
- First Aid and CPR training
- Beginning Teacher Workshops
- HPE PD

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

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	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 2016 for all Queensland Primary schools was 93%.

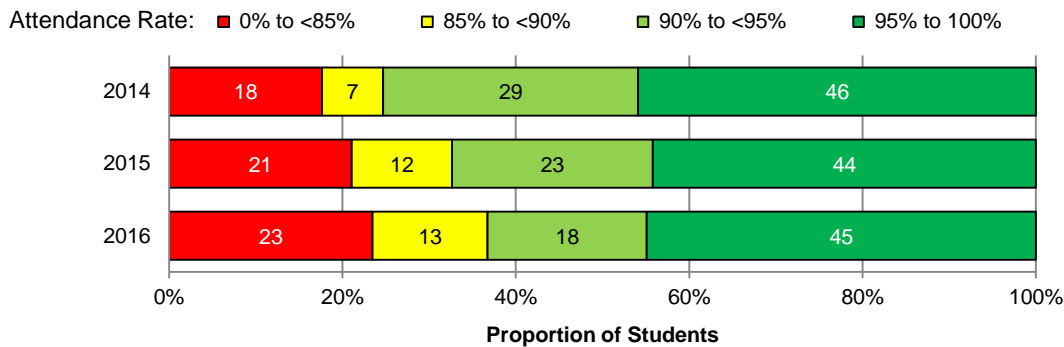
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	91%	93%	94%	92%	88%	92%	94%					
2015	92%	91%	95%	92%	96%	90%	87%						
2016	89%	90%	92%	95%	90%	96%	93%						

*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 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.

The school has implemented the Far North Queensland Region's Attendance Plan which aligns with DETE policy regarding school attendance. Our school target is 95% and all students are encouraged to try to meet or exceed this target.

We do this by

- Providing rich, engaging learning experiences for every child
- Supporting every child to Raise the Bar
- Working in partnership with parents and carers to ensure regular attendance

Roll marking occurs at 9:00 am and again at 1.45pm. An attendance officer starts phoning parents of absent students at 9:20 daily to see why they are not at school.

At Cardwell attendance is promoted in 3 categories – whole school, class data and individual data. Cardwell is actively promoting school attendance through the school newsletter, one on one conversations with parents, school reports and P&C Meetings. Students are encouraged to attend through class recognition in data books and on parade for the best attendance each 5 weeks. At the end of each school semester, students with >95% attendance are presented with an award on parade.

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/>.

To access our NAPLAN results, 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**.

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School NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results..