

# The Willows State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Welcome to the Willows State School Community.

Our school provides a partnership with parents in developing their child for the future. In particular we understand every parent values:

- A warm and supportive environment in which their child can grow with confidence;
- A focused curriculum that develops a student's potential to the fullest;
- Teachers who are committed to excellence in the teaching and learning process, who value the gift each child offers;
- Fair, firm and consistent discipline that ensures that the teaching and learning process is not compromised;
- High expectations in uniform presentation that are upheld;
- Extensive interaction with the school community;
- Effective channels of communication ensuring all partners are well informed; and
- Opportunities for active parent involvement.

Our school motto is 'Educational Excellence for an Information Age'. In partnership with families and the wider community, we are committed to preparing students with the knowledge and skills necessary for lifelong learning, and active and caring citizenship. We target the delivery of high quality educational experiences that are connected to students' lives, through a supportive and innovative learning environment.

Our aim is to provide a seamless education from Prep to Year 6, with a curriculum embedded in the excellent teaching of English, Mathematics, Science, History and Geography, as well as contextual learning in the remaining Learning Areas. We continue to develop an effective whole school approach to improving and enhancing learning in Literacy and Numeracy.

The school infrastructure features state-of-the-art technology embedded into the curriculum from Prep – as such, we aim to equip our students with focussed skills and abilities for the 21st Century. We continue to work with our school community to deliver our supportive, safe and disciplined environment reflected in The Willows Way, with CARLA:

C – Care for our environment'

A – Act Safely

R – Respect Self and Others

L – Learn Together

A – Always do Our Best

This School Annual Report provides the reader with insights into our achievements throughout the 2015 school year, as well as areas which the school prioritised for stronger focus in the pursuit of continual school improvement.

### School progress towards its goals in 2015

In 2015 was coined as the Year of Active Learning. The focus for students and staff was to be fully engaged with learning at all times.

Throughout 2015, focussed programs of improvement were implemented to help achieve our goal of going 'green' in learning areas such as English, Mathematics, Science; and Literacy and Numeracy.

### School Improvement Priorities for 2015:

- Student attendance at or above 95% with 0% unexplained absences. The school improved in attendance across the year however we fell short of our 95%.
- Staff capability building – deepening knowledge of the Australian Curriculum through gaining clarity in what students need to know and be able to do to achieve at the next level. All staff were trained in this area and the impact on levels of achievement was evident in second semester with a larger percentage of students achieving As and Bs than in previous years.
- Common, Consistent, Sequenced and Sustained whole school approach with a focus on Literacy (Reading comprehension) through the RAP program. The RAP program gained greater traction in 2015 as teachers were more confident in the implementation of the process. This has been supported by coaches and Year level leaders.
- Active participation of the learner including becoming critical thinkers.
- Parents as positive and active partners

All students actively engaged with the '5 Questions for Students' and developed greater self-monitoring practices. All students engaged with explicit 'Active Comprehension' strategies/higher order thinking skills.

### Future outlook

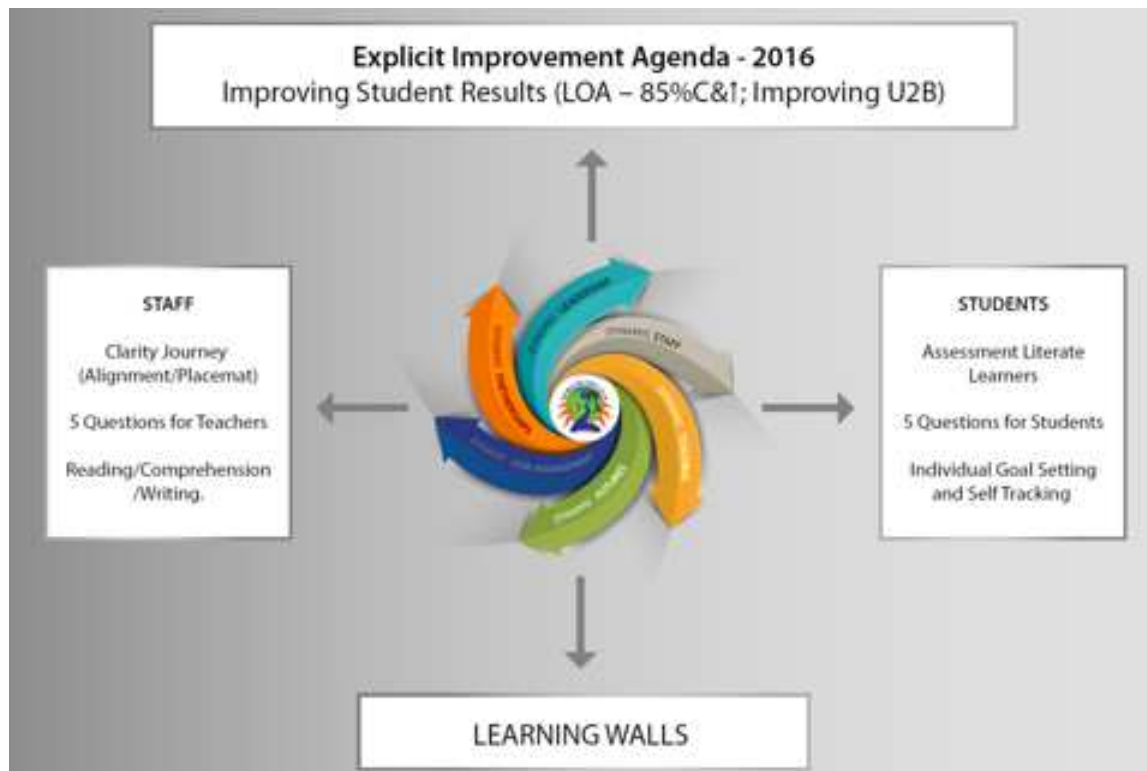
2016 is the Year of Dynamic Lift for our school. Our key focus areas are

- Dynamic leadership
  - Vision driven
  - Proactive & responsive
- Dynamic Staff
  - Futures orientated
  - Activators of learning
- Dynamic Teaching
  - Clarity first
  - Evidence based
- Dynamic Futures
  - STEM (science, technology, engineering, mathematics)
  - Digitally literate
- Dynamic Case Management – Child centre
  - Data driven
- Dynamic Partnerships
  - Community confidence
  - Local to global connections

Our attendance goal for 2016 is 95% or above with 100% of absences explained.

All teachers create a class data action plan that steps out the targets results to be achieved. This creates a focus for improvement and contributes at the class and individual student level to contribute to whole school outcomes.

Our explicit improvement agenda is the improving of student results measured by the levels of achievement at 85% C or above as well as increasing the number of students achieving an A or B.



This is being achieved through building teacher capacity and creating assessment literate learners. Our staff co-create learning walls with students to focus on what students need to know and be able to do to achieve at the next level.

Our students are becoming more assessment literate through the explicit teaching of what they need to know and be able to do, to successfully work through their unit of work.

It is expected that students can articulate their current achievement level, what the reading and writing demands are in their current unit of work and what they have to do to improve. This is reflective of how the teaching staff work with the students to deepen their understanding of their learning and how they will be assessed against the Australian Curriculum.

It is further expected that all students have individual goals around attendance and literacy. These are co-created with their teachers and form part of their regular achievement dialogue. These goals are communicated to parents and examined during 3 way conversations at the beginning of Terms 2 and 4.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1119	540	579	103	96%
2014	1099	545	554	107	94%
2015	1002	513	489	105	94%

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 2015, 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:

Our school has approximately 25% of students with one or more family members actively serving in the Australian Defence Forces. Parents on transfer to Townsville ask for our catchment map so that they can apply to live in our zone in order to be able to come to our school. In addition, the school has 10% of students who identify as Indigenous and 4% Student with Disabilities. With the high growth property areas belonging to our catchment, we have movement into and out of our school throughout the year. Peak times are at the end and the beginning of each year. Students and their families are encouraged to share aspects of their personal culture and language in classrooms and in cultural celebrations such as Harmony Day.

A wide range of programs and practices at The Willows State School support:

- students requiring extension
- students from defence families
- students from Indigenous families
- students with disabilities
- students with learning difficulties
- students with English as a Second Language
- students at educational risk.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	22	20
Year 4 – Year 7 Primary	24	24	25
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	146	76	73
Long Suspensions - 6 to 20 days	1	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.

### Curriculum delivery

#### Our approach to curriculum delivery

The Willows State School delivers The Australian Curriculum in English, Mathematics, Science, History and Geography through the resource; *Curriculum into the Classroom*, (C2C). We integrate, where appropriate, other subjects including Technology, Health and Visual Arts. Within this curriculum there is a very clear focus on seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

And three cross curricula priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

In addition at The Willows we focus on individual development of knowledge, skills and attitudes in a student-centred learning environment where teachers cater for the individual needs of students through differentiated teaching and assessment. We have a Focused Teaching Team to provide support for identified students, each year level has a specialist support teacher.

Core values underpin our curriculum offerings. These are explicitly delivered through our involvement in Social and Emotional Learning programs as well as through the daily expectations established through CARLA: The Willows Way.

#### Extra curricula activities

The Willows State School offers a comprehensive curriculum program from Prep to Year 6 (2015), consistent with Education Queensland policies and focussed on learning for life. The school supports students in reaching their full potential across a variety of academic, social, physical and cultural areas. Extracurricular activities and support programs facilitated by the school include:

#### Writing Excellence

High performing students in English are selected for a writing workshop with a local author, and create, draft and publish a negotiated volume of written work.

### **Science Extension Programs**

Partnerships between the school and CSIRO personnel to offer Scientist In Residence programs; science extension program (high performing students); and a Family Science Night (students, parents and teachers actively participate in hands on science activities).

### **Regional Science Team Challenge**

Regional Science Challenge for a team of high performing students in yrs 4-6, competing against other North Queensland school teams at James Cook University.

### **Junior and Senior Choral Program**

Students from year 2 to 7 are able to apply for a place in the choral program. Students in this program perform on assemblies and at school functions and compete at Eisteddfods.

### **School Rock Band**

Talented music students are involved in the school's Rock Band and are committed to regular rehearsals and various performances throughout the year including annual music gala nights and assemblies.

### **Instrumental Music Program**

Lessons are provided by visiting music teachers and opportunities are provided for students to participate in String Ensembles and Junior and Senior Bands.

### **School Leadership**

Each year the school community elects School Captains and Vice Captains, House Captains and Vice Captains from Year 7 and Student Council Representatives from every class in years 4 to 7.

### **The School Environmental Team (SET)**

The SET is responsible for implementing the School Environmental Management Plan (SEMP). The SEMP aims to reduce energy and water consumption, reduce waste production and improve biodiversity in the school. Students from years 4 to 6 can participate in SET activities.

### **Chess Club**

The Chess Club matches experienced players in a draw against each other and to participate in interschool competitions. There is also an opportunity for beginners to receive instruction in how to play.

### **Social and Emotional Learning programs**

The Willows implements the KidsMatter, You Can Do It, Bounce Back and Better Buddies programs to support student social and emotional development.

**Aboriginal and Torres Strait Islanders Aspirational Program** Each year we are very successful in the ATSIAP Junior competition for indigenous students. Our students have the opportunity to compete against their cultural peers.

### **Interschool Sporting Program**

Each year TWSS offers the opportunity to participate in the interschool competition in a variety of sports.

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

The Willows State School has fibre-optic cabling to every building and each classroom is equipped with at least 3 computers to assist learning via digital pedagogies. Our two computer labs facilitate 60 users at any one time and enable two classes to work there at once, or it can be opened to facilitate one very large group. With the adoption of online assessment such as PAT Reading, PAT Vocabulary and PAT Mathematics, students are explicitly taught how to work with digital assessment and how to apply the most efficient skills possible.

Interactive teaching and learning has been significantly enhanced with every classroom having access to an interactive whiteboard (IWB). Our conference room, Knowledge Centre and LOTE classroom have IWBs. The interactivity of these technologies has proven highly beneficial to learners right across the school, regardless of age, enhancing support to the diverse range of learners.

Other digital equipment is used as part of our digital pedagogies, supporting the teaching and learning process in this digital age, including digital cameras, digital video cameras and Point to View cameras. These all contribute to the successful presentation of the Australian Curriculum. A bank of ipads can be accessed by teachers and special education for specific teaching and learning purposes, particularly enhancing differentiated instruction for individuals.

With C2Cs forming the basis from which teachers can access excellent resources to present the Curriculum, OneSchool has become an integral aspect of planning, assessment, monitoring and reporting for staff. EdStudios are highly valued tools to support learning and are used daily. Learning Pathways are also valued and all these are found stored and available via the safe portal of the Learning Place.

Each lower school class has its own generic account to enable students to access our network and internet resources. All teaching staff are contactable via e-mail. Older students have their own internet user account and password.

The school runs on Windows 8.1 operating system and MS Office 2013. Staff and students have had to update their skills' set in order to work in the new digital environments and online courses were created by our staff to assist them to develop the skills required

Children may complete work on their home computer if they choose and are encouraged to share their expertise with other school community members. In multiple classes, students will complete homework via virtual classrooms, participate in blogs, communicate in online learning sessions and become immersed in the safe and responsible use of digital technologies.

### Social Climate

The Willows State School is committed to providing a safe, respectful, disciplined and fully inclusive learning environment. Students are given every opportunities to engage in quality learning experiences and acquire values supportive for their lifelong wellbeing. Strategies for differentiating teaching are used to meet the specific learning needs of students across the full range of abilities.

Appropriate behaviours related to learning and social development are explicitly taught using our whole school expectations teaching program called "CARLA" which stands for care for ourselves and the environment, act safely, respect self and others, learn together and always do our best. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. At The Willows State School we believe that everybody should enjoy our school quality and feel safe, secure and accepted regardless of appearance, colour, race, gender, popularity, athletic ability, intelligence, religion and nationality. We implement procedures for eliminating bullying in alignment with 'The Code of School Behaviour'.

The school provides a wide range of recognition and reward systems to reinforce positive behaviour choices, including cumulative 'happygrams' with incentives and prizes, awards at assembly for participation and academic improvement, and our Principal Excellence Awards. Our parents are encouraged to work closely with administration to support and encourage positive student growth. Pastoral care is also an integral part of our school. We have our school chaplain who builds quality relationships with students, staff and families. Our kidsMatter program also focusses on the explicit teaching of social and emotional learning.

The Willows SS has staff who are satisfied and happy to be at the school, indicating a good level of morale. The School Opinion Survey indicates a strong level of satisfaction with staff access to professional development that relates to school and systemic priorities 99% of staff indicated the 'school looks for ways to improve' and they are committed to this improvement journey. . 97% of staff indicated they 'enjoy working at their school'. Parents also have high satisfaction rates with 93% of parents stating that 'this is a good school', 95% saying that 'their child feels safe at this school' and 93% indicating that 'teachers motivate their child to learn'. Our students feel that they are getting a good education (96%) and that 'teachers expect them to do their best', 91% say that 'teachers provide them with useful feedback'.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	88%	95%
this is a good school (S2035)	100%	94%	93%
their child likes being at this school (S2001)	97%	89%	96%
their child feels safe at this school (S2002)	97%	92%	95%
their child's learning needs are being met at this school (S2003)	87%	88%	93%
their child is making good progress at this school (S2004)	87%	82%	93%



Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
teachers at this school expect their child to do his or her best (S2005)	93%	95%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	91%	93%
teachers at this school motivate their child to learn (S2007)	90%	92%	93%
teachers at this school treat students fairly (S2008)	89%	92%	91%
they can talk to their child's teachers about their concerns (S2009)	97%	92%	93%
this school works with them to support their child's learning (S2010)	89%	91%	87%
this school takes parents' opinions seriously (S2011)	93%	90%	87%
student behaviour is well managed at this school (S2012)	73%	84%	84%
this school looks for ways to improve (S2013)	93%	92%	91%
this school is well maintained (S2014)	97%	95%	95%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	88%	96%
they like being at their school (S2036)	87%	84%	89%
they feel safe at their school (S2037)	80%	90%	90%
their teachers motivate them to learn (S2038)	97%	95%	96%
their teachers expect them to do their best (S2039)	99%	97%	97%
their teachers provide them with useful feedback about their school work (S2040)	95%	96%	91%
teachers treat students fairly at their school (S2041)	92%	84%	88%
they can talk to their teachers about their concerns (S2042)	84%	80%	83%
their school takes students' opinions seriously (S2043)	85%	81%	83%
student behaviour is well managed at their school (S2044)	71%	71%	68%
their school looks for ways to improve (S2045)	94%	92%	91%
their school is well maintained (S2046)	90%	85%	77%
their school gives them opportunities to do interesting things (S2047)	92%	84%	91%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	97%	97%
they feel that their school is a safe place in which to work (S2070)	99%	100%	97%
they receive useful feedback about their work at their school (S2071)	92%	91%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	95%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	93%	97%	95%
student behaviour is well managed at their school (S2074)	83%	83%	81%



Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
staff are well supported at their school (S2075)	82%	88%	85%
their school takes staff opinions seriously (S2076)	79%	82%	85%
their school looks for ways to improve (S2077)	100%	99%	95%
their school is well maintained (S2078)	100%	100%	98%
their school gives them opportunities to do interesting things (S2079)	88%	96%	86%

<sup>#</sup> 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

The Willows State School promotes access, participation and quality educational outcomes for all students. Parents are welcomed into the school and communication from school personnel is regular, appropriate and using a variety of media eg. homework folders/diaries, fortnightly newsletters, telephone, online and parent information/training sessions. Class teachers conduct 3-way conversations with parents and their child twice per year. In these conversations students are encouraged to articulate how they have progressed with their learning goals and what they need to work on next. A written report (including their child's next learning goals in key areas) is provided at the end of each semester and parents are welcomed and/or encouraged to meet with teachers for further discussion.

Each class teacher differentiates their teaching program to suit their specific class context. Additionally, when providing support to students with diverse needs, The Willows adopts a team approach to ensure quality educational outcomes. To this end, parents/guardians are encouraged to actively participate in stakeholders' meetings to formulate and review adjustments and, where relevant, develop plans and/or support provisions. These include students requiring extension, students from defence families, students from Indigenous families, students with disabilities, students with learning difficulties, students with English as a Second language and students at education risk.

The Willows has a very positive reputation within the wider community. Over a number of years strong partnerships have developed with a range of partners including the Australian Defence Forces, James Cook University, CSIRO, Adopt-A-Cowboy and Out of Hours School Care. Students are encouraged to become involved in a range of activities such as representative sports, Fanfare and Eisteddfods that involve wider community. Similarly the wider community is invited into the school at various times throughout. These include Kindy visits for Under 8s day, Life Education, NAIDOC, Family Science Night and Fun Fair. The Willows continues to further expand our involvement with community partners.

## Reducing the school's environmental footprint

The Willows school is committed to limiting the use of power and water in an endeavour to reduce utilities charges.

We do this by requesting staff and students to:

- Shut down computers and power at the end of each day;
- Turn off lights and power if not required;
- Limit the use of air-conditioners during cooler weather, open windows and use fans; and
- Close doors and windows when air-conditioning is on.

Ovals are watered with bore water and other watering is done within the allocated times set by the local council.

All buildings being refurbished are having the windows tinted to cut down on heat in the classroom and reduce the stress on air-conditioners.

The school has been upgraded with T3 power saving lights.  
The school also has a recycling program.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	528,606	12,703
2013-2014	523,886	95,998
2014-2015	531,823	8,348

\*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.

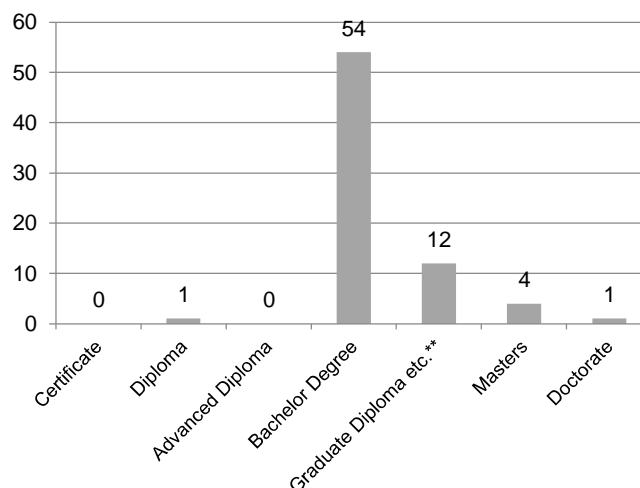
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	72	38	<5
Full-time equivalents	62	24	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	54
Graduate Diploma etc.**	12
Masters	4
Doctorate	1
<b>Total</b>	<b>72</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$100 234

The major professional development initiatives are as follows:

Clarity- Curriculum Alignment

Quality Teaching and Learning

Australian Professional Standards for teachers

Learning Case Management

Diffrentiation

High Impact Teaching Practices

Seven Steps to Writing Success

Dyslexia Training

National Consistent Collection of Data

Queensland Inclusive Leaders Project

Reciprocal Reading

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

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

From the end of the previous school year, 92% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income 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

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	89%	90%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

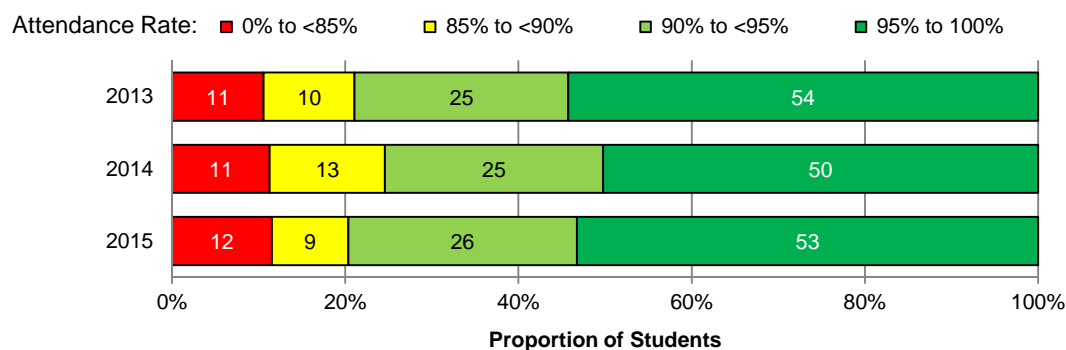
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	93%	93%	93%	94%	93%	92%	92%					
2014	94%	94%	93%	93%	93%	94%	94%	90%					
2015	95%	93%	93%	94%	94%	93%	94%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Teachers mark electronic rolls (in OneSchool) twice per day, once in the morning and again in the afternoon. Student absences are monitored at many different levels. When students have 3 days unexplained absence teachers contact home, refer to the Section Leader and send home an unexplained absence form. Each week the office runs a report in OneSchool to identify students with 5 days consecutive unexplained absence and send home a letter by post. This is also communicated to Section Leaders for further follow up and monitoring. Section Leaders set attendance alerts in OneSchool so that they are closely monitoring students for whom attendance is of concern. Section Leaders maintain contact with families through phone calls, letters and interviews. Local Police Liaison Officers work very closely with the school to support the attendance of identified students by providing home visits to re-engage students/families with school and other community agencies. Contact details of any absence enquiries are recorded as a contact on OneSchool.

The 2015 Annual Implementation Plan notes that the school's attendance target is 95%, with 0% unexplained. Each week the class with the highest attendance is awarded a trophy on assembly. Students who meet the school target of 95% are given wristbands to celebrate their attendance. Positive postcards are sent to families by Section Leaders when students are identified as meeting or exceeding our school target. The Willows State School prides itself on high levels of attendance achieved through a supportive school environment and proactive student management strategies.

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.**

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.

