

Northgate State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	128 Amelia Street Nundah 4012
Phone	(07) 3370 2333
Fax	
Email	principal@northgatess.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Mrs Amanda Turnbull, Acting Principal

School overview

Northgate State School is a Prep – Year 6 primary school with a growing population of 315 students; situated 10 kilometres from Brisbane’s CBD. It is located in a unique and idyllic setting, at the end of a quiet street, on large grounds, backing onto a nature reserve. It rekindles the sentiments of a country school positioned in the city, with the advantages of both environments maximising the opportunities for students and their families. Situated in the suburb of Nundah, Northgate State School provides a quality education in a positive and supportive environment. It has a strong focus on the basics of Literacy, Numeracy and Science and Technologies, underpinned by current evidenced-based educational research and professional knowledge.

Northgate State School prides itself on ‘putting students first’. This philosophy is the foundation of all decision making in the school. Resources, policies and programs are a reflection of this approach. Our aim is to provide a high quality and relevant curriculum that prepares our students for their future. The LOTE offered is Japanese. Students from Year 4 may learn a musical instrument and become part of our school band. Our choir also participates in performances at local community centres, to entertain and as a service to others. Extra-curricular activities include Years 5 and 6 camps, Student Council representation Years 3-6, Leadership roles and responsibilities, inter-school and representative sports and excursions.

Northgate State School truly emanates a traditional family atmosphere, where a strong sense of community is evident. The Northgate staff is a group of dedicated professionals, committed to providing the best educational opportunities for each child. The success of our school mirrors the great support provided at all levels of the school and wider community. Our students are happy, look after one another and share a love of learning. Northgate State School is proud of the achievements and success of its students and the efforts of all members of the school community who contribute to this success. Northgate State School is ‘Nundah’s Best Kept Secret.’

In Semester Two, 2018, the Enrolment Management Plan was enacted, which now means that students who live in the Northgate State School’s Catchment Area, are entitled to enrolment at Northgate State School. Families who live outside of Northgate State School’s catchment area, based on their home address, may still apply for enrolment consideration and decisions are made according to all available school information at the time.

Vision

Northgate State School: *‘Every student, every day, thinking, learning and achieving together.’*

Mission

Northgate State School aims to deliver a well-rounded education through a futures oriented, engaging curriculum that produces high levels of academic achievement in a positive and cohesive community of learners, where all can ‘discover their possibilities’ learn and achieve.

Values

Guided by our school motto – ‘Gateway to Success’ the development of our school’s core values in 2013, has become the strong foundation on which we underpin all operations. The acronym H.E.A.R.T. stands for the following values:

H – High Expectations and Honest, E – Effort, A- A Positive Attitude, R – Respect, Responsibility and Resilience and T - Teamwork

School progress towards its goals in 2018

In 2018 Northgate State School focussed on the following priority areas;

High Quality Teaching Practices:

- ✓ Developing teacher capabilities in the teaching of writing through precise professional development, including a focus on the teaching of grammar to develop a whole school approach to writing.
- ✓ Developing rigorous moderation processes, within our school and across other schools, with a focus on A exemplars of student work, as the guiding standard.
- ✓ Develop staff awareness and understanding of the Critical and Creative Thinking 4 elements of; Inquiring, Generating Ideas, Analysing and Reflecting.

Student Learning and Well-Being:

- ✓ Staff participated in You Can Do It education training, aligned to ACARA’s National curriculum’s Personal and Social Capabilities

Future Outlook

In 2019 the following are the school's improvement priorities that continue to build depth of understanding and capabilities as key foundations in both teaching and learning practices to enhance the individual, group and whole of school outcomes for student achievement.

Annual Improvement Priorities:

High Quality Teaching Practices:

- ✓ Consolidate Northgate State School Writing Framework and apply a consistent approach for the improvement of student writing through data led case management, collaborative planning, in-school and across school moderation.
- ✓ Develop a consistent student feedback approach for every learner
- ✓ Develop the expertise of teachers through a formalised peer coaching approach
- ✓ Continue to develop staff awareness and understanding of Critical and Creative Thinking, with a particular emphasis on inquiry based mathematics.

Student Learning and Well-Being:

- ✓ Maintain a positive culture that promotes teaching and learning through an intentional and collective approach to growing student wellbeing and inclusion.
- ✓ Embed You Can Do It education through P-6 to support the explicit teaching of the General Capabilities, Personal and Social Curriculum.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	234	258	291
Girls	107	130	153
Boys	127	128	138
Indigenous	15	18	17
Enrolment continuity (Feb. – Nov.)	94%	95%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

At Northgate State School, a prep-prep program is implemented via a play group from Term 3, through to parent information sessions and gradual introduction to a prep classroom setting for families, in the year prior to the child commencing Prep. It is a deliberate intention to build the child's confidence, while also allowing staff to make informed decisions to support the child and families during this important year of learning, transitioning into a school environment. Parental feedback continues to be most positive and appreciated. Northgate State School

values the vital information from pre-prep providers for increased success during this important phase of growth and development for the child and also parents.

Characteristics of the student body

Overview

The students of Northgate State School demonstrate those admirable qualities found in an extended family environment. There is a genuine acceptance of, and care and concern for, one another. Approximately 30% of students come from a range of 32 cultural backgrounds and ethnic groups, which serves to unite the students and foster an appreciation of the diversity of experiences. Additionally there are some students whose families have been part of Northgate State School for several generations. This feature is celebrated and treasured.

In recent years, the suburb of Nundah has been undergoing a transition with a changing demographic. Larger blocks of single home dwellings are being sold and replaced with higher density housing or smaller building lots. This close to the city and airport location has become a highly sort after area to live. Interest in attending this school has continued to grow, particularly in the Early Year classes with a high proportion of new families sending their eldest child to school at Northgate. 2014 saw the first time 2 classes of Prep students were formed. This trend has continued each year since.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	24
Year 4 – Year 6	22	22	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

Curriculum delivery

Our approach to curriculum delivery

Our approach to curriculum delivery utilises the Explicit Instruction Model, with the Gradual Release of Responsibility from the teachers through to the child, to become an independent and capable learner.

Key elements of this model include:

Lesson Intention and Success Criteria – What is the focus? What will that success look like?

Warm Up – Aim: to move information from short term to long term memory focus

I Do – Modelling by the teacher (Think aloud – Modelling Self Talk)

We Do – Collaborative Guided Practice

You Do – Independent Practice

Plough Back – Review key concepts and consolidate learning

Eight key learning areas of the curriculum are programmed throughout a student's learning, with the Literacy and Numeracy demands, across all key learning areas, are the highest priorities.

In addition:

- ✓ Individual Student Learning Goals in the area of Reading, Numeracy and a personal goal were a continuing feature and tracked for student growth.
- ✓ Japanese is the Language other than English (LOTE) which was studied in the senior years.
- ✓ GALA days for students in Years 4-6 to participate in interschool sports events
- ✓ Specialist Support Programs are also offered, to name a few, include;

- Support-a-Reader, Read It Again, Story Dogs Partnership – Reading confidence, Toe by Toe, Reading Recovery.
 - Play Is The Way
 - Activ8 – a whole school fitness program – commences at the start of the school day, at least 90% of students attend 3 days per week.
- ✓ Swimming classes conducted by a PE specialist and a team of qualified Austswim coaches

Co-curricular Activities

Our students are offered opportunities throughout the year to participate in a number of extra curricula activities. These include but are not limited to:

- ✓ Academic extensions:
 - ICAS tests in English, Maths, Science, Computer Technology, Spelling and Writing
 - Online learning challenges e.g. weekly extensions in targeted areas, Sum Dog.
 - Interschool and regional competitions in English and Mathematics, Yrs 5 and 6 participate in local State High School events
 - STEM focussed involvement with University of Queensland and IMPACT online learning challenges; and Cutting Edge Kids (Science on the Go) in conjunction with Griffith University
 - SOLID Pathways
 - Class, year level and interest specialties educational excursions

- ✓ Celebrations of Key Events:
 - STEM EKKA Week, to raise the profile of STEM across the curriculum, with hands on problem-based tasks utilising the Design Process as a Thinking Frame.
 - ANZAC Day, Under 8's Day, Book Week, Education Week, Bullying No Way Day, NAIDOC Week, Harmony Day, Day for Daniel, Nundah Festival
 - The Arts Extravaganza Evening was expanded to showcase The Arts. All students displayed an art piece with lessons provided by Artist in Residence. Choirs, bands talent quest items.
 - A School Musical with all students, in all year levels involved in lieu of an end of year concert.

- ✓ Leadership Development
 - Senior School Buddies program with Early Years students
 - All Year 6 students participated in Leadership Development, conducted by visiting staff
 - Student Council
 - Year 5/6 Camp
 - Tech Team; Students in Year 6 take on additional responsibility, helping to record significant events and set up sound and technical equipment for assemblies.

- ✓ Instrumental Music Specialist and Music Camps:
 - Concert Band – Brass, Woodwind and Percussion
 - School Choir, concerts in the community e.g. Nundahfest, CentreCare, Nundah RSL Anzac Day Ceremony
 - Singfest – Regional choir coaching and performance
 - School Discos and end of year events

How information and communication technologies are used to assist learning

In 2016, Northgate State School was chosen to take part in the NAPLAN Online Trial for 2017 school year. This involved students enhancing and extending their technology skills to enable them to take part in several online trials where platforms for the future assessment were tested. This resulted in students enhancing their typing skills using a commercial program as well as through increased frequency of use of multiple technological tools.

By 2018, Northgate State School has found itself to be well-positioned with technological infrastructure so that students are provided with multiple opportunities, throughout each day, to engage with quality, up-to-date resources and multimedia tools to maximise learning opportunities.

Every classroom is equipped with its own interactive data projector and from Year 2 students have daily access to a class set of laptops. The staff is adept at using these digital pedagogies and continue to expand their repertoire of practices in this field as new information becomes available.

Additionally the computer pod provides access for class use. Teachers are all equipped with their own teacher iPad for capturing evidence of student learning. The Teacher Librarian also specialises in integrating Digital Technologies across all year levels, including the use of DASH and Scratch for the development of coding skills.

Information and Communication Technologies assist student learning:

- Use the internet to provide a breadth and depth of the latest cutting-edge research to analyse, evaluate understandings
- Enable diverse and challenging tasks for the spectrum of learners, for extensions, revision
- Reinforce literacy and numeracy concepts
- Assist student work using programs, including MS Word, Publisher, PowerPoint, Photo Story, Movie Maker, Excel
- Utilise Podcasts, Video Conferencing, YouTube demonstrations and Ed Studios.

An increasing bank of iPads and laptops continue to be purchased for the use with students from Prep – Year 6. This will continue to be an area for development in future years as mobile technologies continue to expand.

Social climate

Overview

At Northgate State School, every person matters. We foster a belief that every person has the ownership and responsibility for his/her own behaviour. Respect for one another is of utmost importance.

Our school's Responsible Behaviour Plan for students provides a clear focus on establishing these high standards and expectations. Each school year, all classes revise these Four School Rules.

1. Be a Responsible Learners
2. Be Safe
3. Be Respectful
4. Be Friendly

School Values further define the school motto – 'Our Gateway to Success.' This resulted in development of; 'Success takes H. E. A. R. T.'

Developing a common understanding within the school and at home, of these values and school rules remains a key priority and has been met with great success. Our students have also connected well to them and can communicate their meaning.

The Chaplaincy program, enhances the development and implementation of initiatives which aim to improve the wellbeing, participation and achievement of students through the provision of pastoral care services at Northgate State School. The program aims to provide a 'mentoring mode' where by the chaplain acts as a role model for students and assists in the development of supportive relationships, with and among students.

The notion of belonging, accepting one another and working together is deliberately fostered at our school. This nation continues to grow across our whole community. In 2017 the Parents and Citizens Association embraced the mantra, 'Many hands, light work' as a welcoming and inclusive premise.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	98%	100%
• this is a good school (S2035)	95%	98%	98%
• their child likes being at this school* (S2001)	97%	98%	98%
• their child feels safe at this school* (S2002)	97%	98%	100%
• their child's learning needs are being met at this school* (S2003)	95%	98%	98%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	95%	98%	98%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	98%	92%
• teachers at this school motivate their child to learn* (S2007)	92%	100%	96%
• teachers at this school treat students fairly* (S2008)	95%	96%	96%
• they can talk to their child's teachers about their concerns* (S2009)	92%	96%	96%
• this school works with them to support their child's learning* (S2010)	92%	95%	98%
• this school takes parents' opinions seriously* (S2011)	95%	96%	98%
• student behaviour is well managed at this school* (S2012)	97%	96%	98%
• this school looks for ways to improve* (S2013)	100%	98%	100%
• this school is well maintained* (S2014)	95%	100%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	85%	91%
• they like being at their school* (S2036)	94%	96%	93%
• they feel safe at their school* (S2037)	95%	90%	93%
• their teachers motivate them to learn* (S2038)	97%	96%	95%
• their teachers expect them to do their best* (S2039)	98%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	92%	91%
• teachers treat students fairly at their school* (S2041)	95%	85%	83%
• they can talk to their teachers about their concerns* (S2042)	89%	88%	77%
• their school takes students' opinions seriously* (S2043)	89%	90%	84%
• student behaviour is well managed at their school* (S2044)	89%	84%	84%
• their school looks for ways to improve* (S2045)	100%	99%	99%
• their school is well maintained* (S2046)	97%	96%	95%
• their school gives them opportunities to do interesting things* (S2047)	98%	97%	97%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	97%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	94%	100%
• they receive useful feedback about their work at their school (S2071)	96%	94%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	96%	94%	100%
• staff are well supported at their school (S2075)	87%	90%	100%
• their school takes staff opinions seriously (S2076)	96%	94%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

"It Takes a Whole Community to Raise a Child," and at Northgate State School we recognise and encourage the involvement of key stakeholders to be actively involved in the very busy and productive school life for our students. Being a small community, the sense of ownership of the school is strong. Students, parents, staff, grandparents and family friends are the strongest of advocates and support for the school is high.

At Northgate State School we know that an open, transparent and honest communication pathway provides opportunity to establish and maintain links between school, home and the wider community.

Parents are happy to 'pitch in', be it from the smallest of ways, to giving considerably of their time. Members of our school community may participate in a range of opportunities including helping out in classrooms, volunteering to support the reading program, attending weekly assemblies, where classes share their learning, staying for a 'cuppa and chat' which is hosted by our chaplain, afterwards; remaining informed through regular communication paths about their child's progress, assisting with P&C events, committees and meetings, with opportunities to contribute to the strategic direction of the school.

A fortnightly e-newsletter is written, with hardcopies sent home, if preferred, to maintain communication.

Parents are invited to also participate in a range of special events including Under 8s Day, Harmony Day, Education, Science and Literacy and Numeracy Weeks, Book Week. Some parents also assist during these days. Parents are invited to attend two oral reporting interviews with class teachers and receive two written reports each year.

The P&C Association continued to expand in 2016 with a fairly new body of parents, mostly with children in the Early Years section of the school stepping up to take on executive and supporting roles. 2016 became quite a transition year with greatest successes: The onsite HEART Café, for purchase of fresh, onsite prepared wholesome food.

The Mind and Body-A-Thon was conducted with almost \$7000 raised on behalf of the students. This event created much excitement across all stakeholders of our school. A great outcome!

Contributions, small and large, are greatly appreciated and most importantly contribute to the value that children perceive of the worth and importance of their own education. School community involvement is welcomed and a positive alliance encouraged for the benefit of our students, is soundly reported in current educational research.

Respectful relationships education programs

Northgate State School has the following programs that encourage Respectful Relationships. These programs include; You Can Do It Education, Zones of Regulation, Chaplaincy Support Program.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	6	7	5
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	537	34,055	92,384
Water (kL)	404	517	449

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

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

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	26	16	0
Full-time equivalents	18	9	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	3
Bachelor degree	23
Diploma	
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$41 082

The major professional development initiatives are as follows:

- Professional Coaching and Mentoring by John Fleming
- Curriculum Planning Days
- Peer Instructional Coaching
- QCAA – Writing Standards
- Case Management
- Personal and Social Capabilities Development – You Can Do It Education
- Independent Public Schools (IPS) Conferences
- Moderation and Assessment Workshops
- First Aid and CPR Training

- Anaphylaxis and Asthma Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	89%	89%	85%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

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

Table 12: Average student attendance rates for each year level at this school

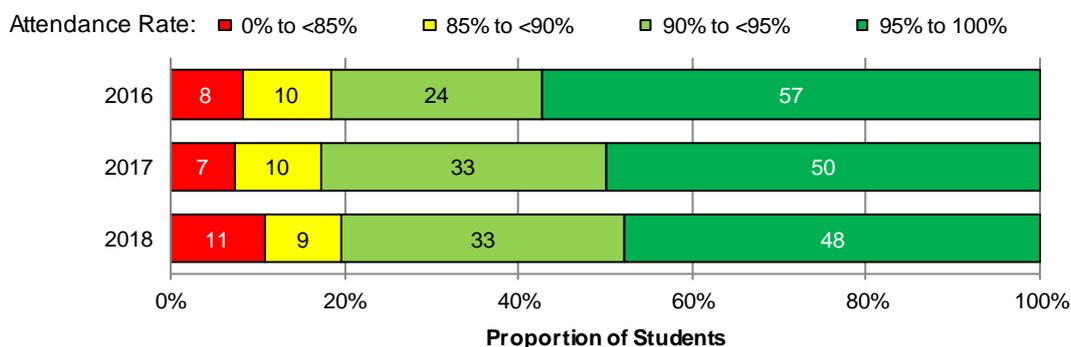
Year level	2016	2017	2018
Prep	95%	94%	92%
Year 1	94%	94%	91%
Year 2	95%	93%	93%
Year 3	95%	95%	94%
Year 4	96%	94%	94%
Year 5	91%	94%	94%
Year 6	90%	94%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

At Northgate State School, we strive to ensure an emphasis is on maintaining communication between home and school. Should any students be absent from school, parents are required to contact the school on the day of absence, via phone message or email or to send a letter of explanation to school upon the child's return. In 2017 the school initiated a further text messaging service which is sent to all families, via OneSchool Roll Marking data collection, which identifies any student who has an unexplained absence on that day. Follow up occurs with any families who do not respond to the text. In the event of irregular attendance at school, the Principal will contact the parents to ensure they are aware of their obligations to ensure their child is attending school. Support will be offered to the parent if required e.g. referral to the Guidance Officer. If absenteeism continues, a follow up phone call from the Principal to the parents will occur, inviting them to a meeting to discuss the issues with a view to a solution in the child's best interests. Solutions which have been successful have included a team approach, (between home and school) to organisation for the morning routine and stickers given to the student by the principal upon arrival at school on time. The Principal encourages regular daily attendance, including through the school newsletter and Assembly and provision of Attendance Certificates.

In 2017, some individual family meetings were called by the principal to discuss their child's attendance rates which were of concern. These students are regularly monitored. And additional strategies of support put in place to increase school attendance. There has been some improvement for some students, with the result that their learning gains have also increased, along with their selfbelief.

When a student is absent or plans to be absent for 10 or more consecutive school days, for any reason, the parent/caregiver contacts the school and completes an exemption from compulsory school form which is submitted to the Principal. The Principal, issues a letter of approval to the parent, after consideration of the circumstances.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests

At Northgate State School, we strive to ensure an emphasis is on maintaining communication between home and school. Should any students be absent from school, parents are required to contact the school on the day of absence, via phone message or email or to send a letter of explanation to school upon the child's return. In 2017 the school initiated a further text messaging service which is sent to all families, via OneSchool Roll Marking data collection, which identifies any student who has an unexplained absence on that day. Follow up occurs with any families who do not respond to the text. In the event of irregular attendance at school, the Principal will contact the parents to ensure they are aware of their obligations to ensure their child is attending school. Support will be offered to the parent if required e.g. referral to the Guidance Officer. If absenteeism continues, a follow up phone call from the Principal to the parents will occur, inviting them to a meeting to discuss the issues with a view to a solution in the child's best interests. Solutions which have been successful have included a team approach, (between home and school) to organisation for the morning routine and stickers given to the student by the principal upon arrival at school on time. The Principal encourages regular daily attendance, including through the school newsletter and Assembly and provision of Attendance Certificates.

In 2017, some individual family meetings were called by the principal to discuss their child's attendance rates which were of concern. These students are regularly monitored. And additional strategies of support put in place to increase school attendance. There has been some improvement for some students, with the result that their learning gains have also increased, along with their selfbelief.

When a student is absent or plans to be absent for 10 or more consecutive school days, for any reason, the parent/caregiver contacts the school and completes an exemption from compulsory school form which is submitted to the Principal. The Principal, issues a letter of approval to the parent, after consideration of the circumstances. are available via the [My School](#) website.

How to access our NAPLAN results

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

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

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

Notes:

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