GYMPIE EAST

Nothing Without Endeavour

Gympie East State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Contact Person:	Scott Thompson

Gympie East State School has a proud environmental tradition as a "Green and Healthy School'. We have received several awards for our innovation in this area and are continually looking for ways to reduce our carbon footprint. I encourage you to take a look at our website which has further details about our environmental and school activities. At Gympie East we believe strongly in developing the whole student. This includes high levels of social responsibility as well as ensuring quality academic growth. To this end we have high behaviour expectations backed by a supportive staff, caring students and a positive reward system which is recognised each fortnight. This is complemented by our redesigned curriculum approach that allows students to build on their knowledge each term from Prep to Year 6. This sequential approach ensures all students are working progressively towards higher learning outcomes. Information and Communication Technologies are an increasingly important aspect of the global student and all students have access to up-to-date infrastructure and learning opportunities, whether it be online research, interactive classrooms, designing video games and coding.

Principal's Foreword

Introduction

This report is designed to provide a summary of the progress made at Gympie East State School during 2016. It also contains information about what makes our school unique – the exciting and engaging teaching and learning, the multi-age learning environment, the social skills, the supportive learning environment and the dedication and commitment of all staff. The content of this document meets both the Queensland and Australian Government annual reporting requirements for schools. At Gympie East State School, we believe strongly in preparing our students for the future. We look for opportunities for our students to be part of and contribute as active citizens in the local and global community. Gympie East State School has a proud environmental tradition as "A Green and Healthy School". Our school has received several awards for our innovations in this area and we are continually seeking sustainable alternatives to help reduce our carbon footprint.

Our gardening program is highly interactive and a real feature of the school. All students have access to up to date infrastructure and learning opportunities within each classroom and in our computer laboratory in the new Resource Centre. All classrooms use interactive whiteboards in learning. We currently work with Gympie Library in exposing our students to a robotics and coding program. This is an area of growth for our school. Students above year five use our high ropes course for team building and personal challenges.

Our school motto, Nothing Without Endeavour is reflected in our expectations of high levels of social responsibility, promotion of quality academic growth and participation in extra-curricular activities. Our school community has value expectations which are rewarded by a weekly and term draw for prizes and book vouchers. Five areas are observed; Care of Self, Care of School, Care of Learning, Care of Others and Care of Energy and Environment. This is complemented by our curriculum approach that allows students to build on their knowledge each term from Prep to Year 6. This sequential approach ensures all students are working progressively towards higher learning. We are also proud of the partnership which exists between our school, our students, our parents and the local community.

The purpose of this report is to outline the school's achievements, and to provide the necessary contextual information to provide informed judgements about school and student progress.
To this end, this report provides information about:
•   Progress towards our goals in 2016 and the outlook for 2017
•   Our enrolment patterns and school profile
•   The school curriculum offerings
•   The use of ICTs throughout the school
•   Our social climate
•   Parent, student and staff satisfaction with the school
•   The environmental footprint of our school

School Progress towards its goals in 2016

From the Annual Implementation Plan in 2016 the following goals were set:

Literacy Priorities

• Deliver oral language activities that target phonological and phonemic awareness
• Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these – Reading Link, Daily Rapid Reading
• Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
1.Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.
•Align reading framework to Pearson's Gradual Release of Responsibility Model (Refer Framework for the Teaching of Reading)
•Embed comprehension strategies e.g. Sheena Cameron, into the reading procedures
•Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback
•Ensure the 5 aspects of reading are explicitly addressed i.e.:
1.Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4.Text and Textual features; 5. Knowledge of the World
•Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill using Sheena Cameron Comprehension Strategies and Daily Rapid Reading

Develop and embed a balanced writing program

•Develop a shared understanding and pedagogical practice of the 4 writing procedures:
1.Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing
•Align writing pedagogy to Pearson's Gradual Release of Responsibility Model

I4S Strategies aligned with 2016 Explicit Improvement Agenda

• Provide effective and efficient financial support to enable sustained school improvement
• Develop a best practice reading program that identifies students reading abilities and targets specific individual goals and areas of improvement.
• Employ teacher aides to implement a daily reading program which focuses on individual student's needs and directly targets the priority teaching area of reading.
• Extension program focusing on lifting students to achieve NAPLAN results in the Upper 2 Bands.
• Employ a teacher to work with the principal to oversee the school's improvement plan, peer learning and assessment schedule.

In 2016, Gympie East State School reviewed our curriculum programs and continued to develop a deep knowledge of ACARA and the C2C resource through professional reading, best practice networks and online learning. We continued embedding literacy programs across the whole school for reading and spelling and began to establishing a Curriculum Plan that aligns with the P – 12 curriculum framework and implementation of the Australian Curriculum learning areas which are appropriate for multi-aged classrooms. Throughout 2016 we implemented screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and delivered programs to address these – Reading Link, Daily Rapid Reading. These programs ran successfully in our school with students showing continual growth in reading, across year 3 and 5 our readers showed that our

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mss improvement was relative to the nation above a positive threshold. This is an area we will continue to develop and work in improving in 2017. 2016 also saw Gympie East continue to use data to create plans that focused on improving student outcomes and the provision of professional learning for staff. Both the I4S and Literacy priorities have proven to be successful and will continue into 2107.

Future Outlook

Our Key areas for improvement as defined in our 2017 School Implementation Plan are:

- Our priority is to develop, implement and embed a balanced reading program using Sheena Cameron's Comprehension strategies and the gradual release model, which ensures explicit teaching of reading happens on a daily basis.
- Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these – Reading Link, Daily Rapid Reading. In term 3 Daily Rapid Reading will be conducted in years 1-3 with additional teacher aide trained in Daily Rapid Reading. Students in grade 4-6 who are not meeting year level will receive targeted assistance. To date students involved in this program have shown significant improvement.
- Develop data literacy of all staff and embed the importance of following the school's assessment schedule.
- Use data to inform teaching and develop class plans for improvement (Know Your Children document) to be up and running and used to differentiate learning by term 3.
- Create weekly plan for teacher delivery of reading comprehension strategies.
- Continue to work with Sally Rankine in Gympie Cluster planning and moderation process.

2017- Numeracy Priorities

- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources e.g. PAT M.
- Through access to networks, develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics. Rob Proffitt-White Cluster Professional Development.
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative, including Show Me Papers) to support quality teaching and reporting. Provide staff with 1 day a term for planning, moderation and assessment with teaching cohort.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation
- Practice and deepen number facts
- Develop Peer Learning routines that set clear and narrow criteria for improvement
- Embed practice of weekly NAPLAN questions, warm ups and open-ended questions
- By end of 2017 80% of students achieving A-C across the school through a targeted Inquiry Cycle

I4S Strategies aligned with 2017 Explicit Improvement Agenda

- Provide effective and efficient financial support to enable sustained school improvement
- Develop a best practice reading program that identifies students reading abilities and targets specific individual goals and areas of improvement.
- Employ teacher aides to implement a daily reading program which focuses on individual student's needs and directly targets the priority teaching area of reading.
- Extension program focusing on lifting students to achieve NAPLAN results in the Upper 2 Bands including implementing coding/robotics and environmental education programs.
- Employ a teacher to work with the principal to oversee the school's improvement plan, peer learning and assessment schedule.

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	118	58	60	9	92%
2015*	115	54	61	11	89%
2016	110	57	53	9	97%

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
Gympie East State School opened on October 9, 1965 after a number of smaller schools were closed in the area. Situated 9km east of Gympie on Cedar Pocket Road, Gympie East provides a co-educational education for students from Prep to Year Six. The school motto "Nothing Without Endeavour" motivates us to continue to strive for excellence in providing quality educational opportunities for all students. The school is part of a small school's coalition – the Cooloola Cluster which includes Kia Ora, Wolvi and Rainbow Beach. Principals and staff of these schools work together to support teaching and learning and create opportunities for cultural and sporting endeavours. Students at Gympie East State School come mostly from a rural background, residing on farms and small acreages. Four buses deliver many of our students to school. Some students choose to travel from further afield to benefit from the small school environmental ethos of the school.

Over 8% of our school students identify as being indigenous.

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	21	21	21
Year 4 – Year 7	22	25	23
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
- Gympie East State School's learning and teaching program is organized around the core learning outcomes of eight Key Learning Areas (KLAs).
- Teacher's planning and assessment is supported by the Department of Education's resources called Curriculum into the Classroom (C2C).

- Gympie East also has a strong commitment to explicitly teaching the core skills of Numeracy, Reading and Spelling.
- This is done through a differentiated approach that targets every child's individual needs. For half an hour each day children across the whole school are placed in ability groups (rather than year levels) and explicitly taught numeracy skills through the Essential Assessment program and spelling skills through the Spelling Mastery program. Maths and reading are tracked and reported on in cohort meetings each term.
- Reading decoding and comprehension skills are targeted through a whole school improvement approach that includes using the Sheena Cameron comprehensions strategies, Jolly Phonics, Daily Rapid Reading and the Gradual Release model.

Co-curricular Activities

- A variety of instrumental music lessons can be enjoyed by students, provided by EQ teachers as well as by a private tutor. These include: strings, percussion, woodwind, brass and guitar.
- School Rock Band
- Current students have the opportunity to be involved in groups which compete in the local eisteddfod.
- Senior students are all leaders in the school helping to organise charity days, activities and entertainment such as Winter Festival, Cooinda Show Day.
- Variations to School Routine through camps, excursions, incursions and visiting performances. These are planned to coincide with and enhance particular units of work.
- German is taught to all students from Years 6 to 7. The emphasis is on cultural understanding and awareness and grows towards speaking and writing in German as students' progress through the program.
- Students also participate in a number of sporting endeavours. Some include: High Ropes Course (we have our own high ropes course which is accessed by other schools and community groups), Sports Gala Days, The Broncos Challenge, ARL Development Cup, interschool athletics and sports day and swimming lessons, which include a focus on water safety in Term 4.
- We run a number of clubs during lunch hours which include: Computer, Lego, Drama, Art and Garden Clubs.

How Information and Communication Technologies are used to Assist Learning

Each school classroom is equipped with an interactive whiteboard which is in daily use. Classrooms also have a small bank of 3 or 4 computers linked to internet and printers. Each classroom is equipped with a digital camera. Students have the use of a computer laboratory in the Resource Centre where specific lessons are taught each week and research undertaken. Computers are used to differentiate learning for identified students using appropriate programs. Students access library resources using the computer system. The school has a set of iPads which are used during across curricula activities to provide engaging and intellectually stimulating activities that produce strong learning results. Teachers all use EQ provided laptops for planning and assessment and reporting. Data from our solar generation system is used to monitor energy use and also in practical math and science. A school wide coding and robotics program is in the process of being initiated across the school.

Social Climate

Overview

Our aim is to promote a safe and supportive school climate where learning is the key focus. Students at Gympie East State School are generally well-behaved, self-managed, respectful and supportive of each other and the staff of the school. The school focuses on a culture of care and concern for self and others and lives through its code of behaviour which encourages:

- Care of Self
- Care of School
- Care of Learning
- Care of Others
- Care of Energy and Environment

Gympie East State School encourages and welcomes parent and community involvement in student activities, thus maintaining a positive social climate through mutual understanding. Behaviour management focuses on rewarding positive behaviours and creating an understanding of personal responsibility through classroom lessons. Behaviour management advisors from EQ are sought for advice and action if necessary and Individual Behaviour Plans are enacted. The school runs the Ditto program and the Daniel Morcombe child safety program will be introduced in term 3 2017.

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Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child is getting a good education at school (S2016)	100%	90%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	96%	100%	100%
their child feels safe at this school* (S2002)	96%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	90%	100%
their child is making good progress at this school* (S2004)	100%	90%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	90%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	90%	100%
teachers at this school motivate their child to learn* (S2007)	96%	90%	100%
teachers at this school treat students fairly* (S2008)	89%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	90%	93%
this school works with them to support their child's learning* (S2010)	96%	90%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	96%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	96%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	96%	97%	100%
they like being at their school* (S2036)	94%	91%	100%
they feel safe at their school* (S2037)	98%	76%	100%
their teachers motivate them to learn* (S2038)	100%	91%	100%
their teachers expect them to do their best* (S2039)	100%	94%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	88%	97%
teachers treat students fairly at their school* (S2041)	96%	82%	97%
they can talk to their teachers about their concerns* (S2042)	92%	85%	97%
their school takes students' opinions seriously* (S2043)	94%	88%	100%
student behaviour is well managed at their school* (S2044)	90%	61%	92%
their school looks for ways to improve* (S2045)	100%	88%	100%
their school is well maintained* (S2046)	98%	88%	92%
their school gives them opportunities to do interesting things* (S2047)	96%	91%	95%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	86%	86%
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)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	90%	92%
their school gives them opportunities to do interesting things (S2079)	92%	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

Gympie East State School exercises many strategies for involving parents in their child's education. Parents are involved in their child's education in many forums throughout the school. Some of these include:

P&C Association – many parents participate in the running of the P&C which meets once per month. Our P&C operates the Tuckshop and the Uniform Shop. They work throughout the year to raise much needed funds for the school.

Classroom Volunteers – many parents assist teachers in classrooms with everything from administrative assistance to taking reading, math, writing or art groups. Some parents have participated in the Ready Reader and Support a Talker program.

Parades: Children's success is supported at our fortnightly parades

Volunteers in other areas – some parents feel more comfortable helping out in areas other than their child's class. These parents are encouraged to assist in our Tuckshop, Resource Centre, swimming classes and the school grounds. Parents are encouraged to attend parades. These are held on Friday mornings. Parents also attend special assemblies throughout the year to celebrate such occasions as Book Week and State Education Week.

Staff/Parent Evenings- Every term we hold a staff family evening. Parents and staff are encouraged to attend these social occasions which are growing in popularity. Parents also attend special days and activities throughout the year. These include sports days, swimming carnivals and commemorative assemblies,

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school runs the Ditto program and the Daniel Morcombe Child Safety Program will be introduced in term 3 2017. Each class focuses on a Bucket Filling strategy where by student's endeavor to fill their own and others emotional and social buckets by treating each other respectfully and politely. In addition, the school focuses on a culture of care and concern for self and others and lives through its code of behaviour which encourages:

- Care of Self
- Care of School
- Care of Learning
- Care of Others
- Care of Energy and Environment

We have a guidance officer who supports and encourages our students, parents and community.

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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	1	13	9
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 the school's annual utilities return and is reliant on the accuracy of these returns. Classroom rules are established for the use of lights and air-conditioning. Waste disposal is kept to a minimum with all organic waste and some paper waste being worm farmed and composted and recyclables being separated from non-recyclables. All drinking water is from rain water, while toilets and gardens are watered from the creek.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	23,458	0
2014-2015	7,309	
2015-2016	29,024	

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

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following **'Find a school' text box.**

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	8	8	0
Full-time Equivalents	6	5	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	0
Graduate Diploma etc.**	2
Bachelor degree	8
Diploma	1
Certificate	4

*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 $10 733.

The major professional development initiatives are as follows:

The staff members at Gympie East State School have a strong commitment to their professional learning. They spend many hours a year in school time, before and after school and on weekends, and in school vacations learning about new programs, technologies and improvements in education.

Activities undertaken in 2016 include (and are not limited to):
• Implementation of the Australian Curriculum: English, Maths, Science, History and Geography
• Increased Data literacy to enable the school data plan
• Gympie Cluster English Planning days
• Daily rapid Reading
• Implementation and modification of C2C resources
• Senior First Aid and CPR
• Student Health Care, e.g. diabetes, anaphylaxis, epi pens
• Code of Conduct and Student Protection Curriculum Risk Management

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).	94%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	94%

*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	94%	95%	94%	96%	95%	93%	94%	95%					
2015	92%	91%	93%	94%	95%	94%	94%						
2016	95%	93%	95%	95%	97%	93%	94%						

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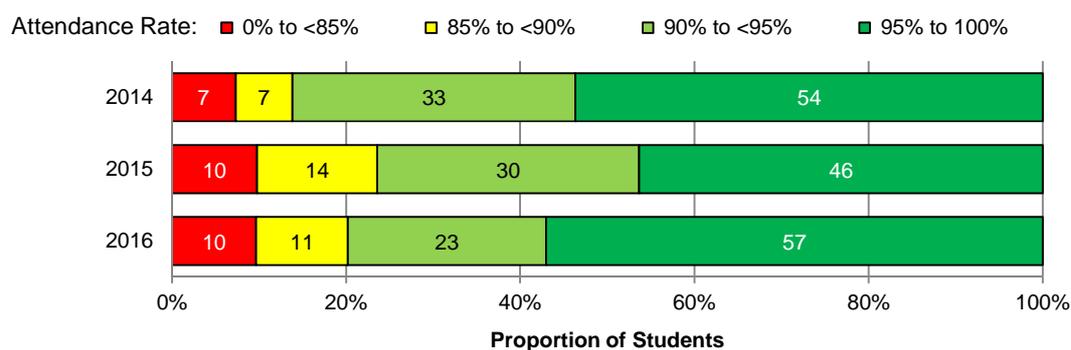
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording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

Rolls are marked twice per day, and entered into the system electronically through One School. Parents are requested to make contact with the school office to notify of any absences by their children. Prolonged periods of absence will necessitate a phone call from the principal and a meeting will be arranged if necessary. If response is unsatisfactory, or an agreement can't be reached for support or other intervention, including flexible attendance arrangements, a mandated process will be followed which may lead to prosecution or the involvement of outside agencies.
Late arrivals and early departures are managed through the office. No child is allowed to be released from a classroom without this happening. Each Term a report is sent home that indicates unexplained absences. This report flags to parents the benefits of regular attendance and the negative impact of poor attendance

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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Sector:

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☑ Non-government

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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.

Conclusion

Gympie East is a fantastic small school that offers all that a big school can. We have a vibrant, energetic staff, a driven forward thinking community and caring, friendly children. We offer a great balance of extra curricula activities and to us the whole child matters.

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