



Birkdale South State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Birkdale South is a high quality public education facility that has been catering for students in the Redland City area since 1982. The school motto 'Achievement through Effort' reflects our work. Students are expected to adopt the motto and become the best that they can by working to be the best that they can be. The school emblem reflects the elements of a quality primary education: Work, Respect, Play. Work demonstrates our commitment to achievement in learning and improving outcomes for students. Work articulates the expectation that school is about learning and students are expected to participate actively in the program. Respect demonstrates our commitment to providing children with a safe and supportive learning environment which promotes effective learning. Children are expected to demonstrate respect for themselves, members of the school community and the environment. Play displays our commitment to providing children with social and physical activity experience. Our programs provide children with the chance to develop social and emotional resilience to assist them to be confident and competent students who co-operate with staff and others in authority.

Principal's Forward

Introduction

As well as highlighting the strengths and successes of Birkdale South State School during 2016, this report also details the areas for further development in 2017.

School Progress towards its goals in 2016

Focus Area	Strategies	Target/s	Outcome
Reading	Daily implementation of whole school reading program (<i>The Big 6</i>) with a focus upon strategies to move identified students into the U2B focussing on inferencing strategies and aligned with individual student reading goals.	Grade 3 students 48% U2B Reading Naplan, 2016 80% A-E English assessment (grades 1-3)- 'C' or above	43% 81%
Writing	Literacy blocks to include daily writing based on <i>7 Steps to Writing</i> Program.	Gr 3 students 40% U2B Naplan, 2016	42%
Numeracy	Implementation of <i>Guaranteed and Viable Curriculum</i> (completed in 2015). Numeracy blocks implemented based upon agreed high yield strategies (P-6) focusing on Inquiry Based Learning	Gr 3 students 35% U2B Naplan, 2016 Quality assured through learning walks and planning.	38% Completed and on going
Teaching Pedagogy	Explicit instruction approach implemented in all classrooms based on " <i>I do, we do, you do.</i> "(including warm ups and plough backs)	Quality assured through learning walks and planning evidence.	Implemented
Student Attendance	Implement student attendance tracking program to promote improved student attendance through individual and whole class incentives.	Target 97%	94%
Positive Behaviour for Learning (PBL)	Continue PBL program with a focus on tier two students.	Less than 8 short SDAs p/a. 20/24 classes meet semester target (83%)	27 short SDAs (includes students with multiple incidents) 100% of classes achieved the target

Future Outlook

Improvement Agenda 2017	Craig Principal	Loreyse DP	Fiona HOC	Noemi HOSES	Hayley Mast/teacher	Various Team coords
<p>Improved student numeracy outcomes- U2B</p> <p>Gr 3 Numeracy 45% U2B</p> <p>Gr 5 Numeracy 34% U2B</p>	<p>Daily learning walks/support in c/rooms.</p> <p>(P-6)</p> <p>Budget support for peer reflection.</p> <p>Data profile</p> <p>Provide Professional development opportunities to enhance staff teaching of mathematics.</p>	<p>Daily learning walks/support in c/rooms</p> <p>(P-3).</p> <p>Inquiry focus</p> <p>Targeted intervention plan/ timetable,</p> <p>S/Reader PD for parents</p>	<p>Daily learning walks/support in c/rooms</p> <p>(4-6).</p> <p>Inquiry focus.</p> <p>Curriculum plan/assess quality assurance meetings 1/term,</p> <p>Promote G&V Curriculum at the classroom level through planning support and observation.</p>	<p>Lead Student Services,</p> <p>Daily support to teachers in adjustments to access the curriculum,</p> <p>P-6 SEP team, Programming, SWDs, ICPs, STlan coordination, Instructional coaching in inclusive practices,</p> <p>Access Regional/interagency support for SWDs</p>	<p>Instructional coaching in an <i>Inquiry approach</i> to teaching mathematics,</p> <p>Daily support/modelling in classrooms,</p> <p>Coordinate the i4s team,</p> <p>5 week cycle data analysis/conversations with i4s staff,</p> <p>Showcase best practice at staff/team meetings,</p> <p>P-6 Data analysis in mathematics.</p>	<p>Communicate explicit improvement agenda and information from leadership team meeting to year level.</p> <p>Promote team teaching, sharing of best practice and an inquiry approach to mathematics across the team.</p> <p>Liaise with HOC/Mast/teacher to ensure G&V Maths Curriculum and Assessment Framework remain in focus.</p> <p>Ensure team planning and assessment is entered onto one school.</p> <p>Share team feedback to leadership team.</p>
<p>Improved student reading outcomes - U2B</p> <p>Gr 3 & 5 Reading U2B 35%</p>	<p>Daily learning walks/support c/rooms.</p> <p>Data profile</p>	<p>4 days/wk <i>Fly In Squad</i> support, U2B strategies,</p> <p>S/Reader PD for parents, coaching for teachers around reading (P-2)</p>	<p>4 days/wk <i>Fly In Squad</i> support, Lead Strive, Daily Café, U2B strategies, Reading framework,</p> <p>Curriculum plan/assess quality assurance meetings 1/term with individual teachers</p>	<p>Lead Student Services,</p> <p>Daily support to teachers in adjustments to access the curriculum,</p> <p>P-6 SEP team Programming, SWDs, ICPs, STlan coordination, Instructional coaching in inclusive Practices</p> <p>Access Regional/interagency support for SWDs</p>		<p>Implement School Reading Framework.</p> <p>Ensure team pedagogy includes U2B strategies to teach reading and develop higher order critical thinking.</p> <p>Access HOC/DP support if needed to support the team around guided, shared and independent reading.</p>
<p>Improved Relative Gain Yrs 3-5 (R&N)</p>	<p>Data Profile</p> <p>5 week data</p>	<p>Data Profile</p> <p>Assessment</p>	<p>Assessment Framework,</p>	<p>Data analysis on SWD performance, A-E</p>	<p>Data analysis in P-6 numeracy, Naplan</p>	<p>Encourage team student achievement</p>

Inline or above state similar schools	cycles Targeted resourcing	Framework, 5 week data conversations		data	item analysis.	data to drive teaching focus. Identify students needing support through an early intervention approach.
ICTs in the classroom Byo ipad classes one/year level operational Establishment of a Professional learning community focussing on digital technologies and reading	Financial support to build the capacity of teachers and infrastructure, Promote <i>Limitless Learning</i> vision	Support ipad classes/and other in pedagogy, Build capacity of parents, Showcase best practice Promote <i>Limitless Learning</i> vision	Support ipad classes/and other in pedagogy, Build capacity of parents. Showcase best practice	Instructional coaching in using ICTs to support teachers to promote SWDs access to the curriculum	Support teachers to use ICTs to support the teaching of mathematics in the classroom.	Encourage greater use of ICTs in the classroom. Share best practice across your team.
Culture of shared practice & Professional learning Coaching in numeracy Inquiry snapshots focussing on numeracy at staff meetings	Lead staff sharing of practice through showcase meetings and TRS.	Promote staff sharing of best practice at staff/team meetings.	Lead/facilitate PLC in reading/ipads, Promote staff sharing of best practice at staff/team meetings. Facilitate the <i>Learning Hub</i> .	Promote inclusive best practice at staff meetings, Build the capacity of SEP team to promote inclusivity	Showcase best practice in the teaching of mathematics in staff/team meetings through modelling, ipad recordings and peer reflection opportunities.	Encourage team members to participate in collaborative inquiry to promote professional learning.

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	603	306	297	29	96%
2015*	583	295	288	30	96%
2016	601	294	307	40	96%

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

Birkdale South State School has been providing a quality education in the Redland City Council area since 1982. The local area has developed from a rural small crop zone to residential estates. The school is organised into single class groups for each year level. There are a small number of composite classes. The school caters for students with diagnosed and verified disabilities who require an adjustment to their educational program according to individual need. Students are from a range of ethnic and socio-economic backgrounds. The number of students from "English as a second language" backgrounds is minimal. 5% of our student population identify as 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	24	24
Year 4 – Year 7	21	26	27
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 Our distinctive curriculum offerings

The BSSS Curriculum is based on the Australian Curriculum with Curriculum to the Classroom (C2C) as the main tool of delivery, covering all Key Learning Areas – English, Mathematics, Science, The Arts, Geography, History, Technology, Health and Physical Education and Languages (Japanese 4-6).

Our distinctive curriculum offerings include:

- . Dedicated Literacy block of instruction
- . A whole school Social / Emotional curriculum is implemented including a camping program for Years 4-6
- . ICT embedded in curriculum delivery through use of Interactive whiteboards extensively across the campus
- . Intervention Programs- Support A Reader / Writer / Talker & Maths Intervention Programs/ Corrective Reading
- . Individual Student Learning Goals (Literacy, Numeracy, Social & Emotional)
- . Student Learning Portfolios
- . Three way Conferences twice a year involving the child, teacher and parent/s.

Co-curricular Activities

- Sport – interschool, athletics, swimming, cross country and morning fitness, bike riding program; external providers of Soccer, AFL, Tennis, rock climbing, archery and canoeing.
- Instrumental Music Program- Junior & Senior Stage Band, external providers : Drums, Guitar; Keyboard
- Choral program- Junior & Senior, Bi-ennial School Musical
- Under 8's Day Celebrations, Makers Faire 4-6
- Student Discos, Bush Dance and Fancy dress
- Carols Evening- school musical & student talent program
 - Debating interschool competitions
 - Chess Club and Interschool competitions P-6
- Extension Focus: Chess Club, Debating, Days of Excellence, ICAS competitions, Tournament of the Minds

How Information and Communication Technologies are used to Assist Learning

The school has a computer lab with 30 computers, data show and interactive whiteboard are used for focussed whole class lessons as timetabled on a teacher book in basis. Each classroom also has a bank of computers for student use enabling individual and small group work to complete and practise tasks integral to student learning. The school boasts an Interactive Whiteboard in all Yr P-6 classrooms, the Library and the in the computer lab. The school has invested in appropriate software to support Literacy and Numeracy development. The software complements classroom work and provides students with developmentally appropriate learning opportunities. A bank of iPads are available to all Special Needs Students and a purchasing plan is established to procure more tablets for implementation of blended learning using mobile devices. In 2016, the school introduced BYO ipads to 7 classes and is aiming to be 100% BYO ipad by 2019.

Social Climate

Overview

The school provides a safe, supportive and productive learning environment with key elements such as student behaviour, feeling safe and being treated fairly.

This school has a high level of expectation and a comprehensive whole school approach to:

- Development of responsible student behaviour through consistency of expectations and procedures
- Character development and student support, both academically and socially through the You Can Do it Program which supports teaching students the foundation skills of organisation, persistence, resilience, getting along, confidence
- Specific proactive and intervention programs as supported by the school's Guidance Officer, Behaviour Advisory Teacher, Learning Support Teacher, Special Needs Teacher, the school Chaplain, school administration and teachers, working as a team with the parent, to help the child become an independent and self-disciplined learner and enable them to be the best that they can be.
- The Safety House Committee sponsored the painting of a prominently located Mural depicting the "You Can Do It -Keys to success" and "Bullying No Way". During Anti-bullying week a focus was made of how to deal with bullying and building Resilience.
- A noticeable improvement in student response to being addressed was evident by year's end, as was the general tone and climate of the school with a focus on A for effort.

Through the School Chaplaincy programs like - *Kids Hope Oz; Supa club; Seasons for Growth; Pastoral Care; Parent Prayer Group; Linking families to Community Support Agencies; Food Parcels for Families*- our school is strong in human capacity building and resilience.

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)	89%	97%	94%
this is a good school (S2035)	94%	90%	89%
their child likes being at this school* (S2001)	89%	90%	89%
their child feels safe at this school* (S2002)	94%	94%	97%
their child's learning needs are being met at this school* (S2003)	89%	87%	89%
their child is making good progress at this school* (S2004)	86%	84%	86%
teachers at this school expect their child to do his or her best* (S2005)	96%	94%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	97%	92%
teachers at this school motivate their child to learn* (S2007)	87%	97%	94%
teachers at this school treat students fairly* (S2008)	91%	84%	88%
they can talk to their child's teachers about their concerns* (S2009)	90%	94%	88%
this school works with them to support their child's learning* (S2010)	87%	90%	88%
this school takes parents' opinions seriously* (S2011)	84%	81%	79%
student behaviour is well managed at this school* (S2012)	83%	77%	82%
this school looks for ways to improve* (S2013)	91%	100%	92%
this school is well maintained* (S2014)	93%	87%	89%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	93%	94%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they like being at their school* (S2036)	92%	88%	93%
they feel safe at their school* (S2037)	96%	92%	92%
their teachers motivate them to learn* (S2038)	95%	97%	93%
their teachers expect them to do their best* (S2039)	97%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	90%	93%
teachers treat students fairly at their school* (S2041)	90%	84%	92%
they can talk to their teachers about their concerns* (S2042)	87%	87%	86%
their school takes students' opinions seriously* (S2043)	93%	82%	83%
student behaviour is well managed at their school* (S2044)	84%	74%	78%
their school looks for ways to improve* (S2045)	96%	94%	93%
their school is well maintained* (S2046)	93%	85%	91%
their school gives them opportunities to do interesting things* (S2047)	96%	93%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	98%	98%
they feel that their school is a safe place in which to work (S2070)	98%	100%	98%
they receive useful feedback about their work at their school (S2071)	74%	89%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	94%	100%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	92%	96%	96%
student behaviour is well managed at their school (S2074)	90%	87%	89%
staff are well supported at their school (S2075)	79%	91%	87%
their school takes staff opinions seriously (S2076)	83%	89%	91%
their school looks for ways to improve (S2077)	95%	100%	100%
their school is well maintained (S2078)	95%	98%	94%
their school gives them opportunities to do interesting things (S2079)	95%	96%	93%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Our school has a strong sense of pride and the sense of community- within our students, staff, parents and wider community. We are all committed to ensuring a quality education that recognises the individual talents and needs of our students. It is important to all that the entire school community makes positive contributions to Birkdale South State School.

We are all about developing the whole child to fulfil their potential. Parents are very welcome at Birkdale South State School. Regular communication informs the school community of school events and invites participation in school and class activities including:

- Meet the teacher - parent information session in week 3 of the school year where the teacher establishes relationships and communicates an overview of learning, behavioural and homework expectations;



class routines and procedures; code of responsible student behaviour; the term's curriculum and how parents may support their child in their learning;

- Calendar of student events.
- Parent forums/ workshops.
- Under 8's Day & Book Fair
- Culminating units of work that showcase student learning with special class and year level events including weekly class presentations at student assembly
- Three way conferences and end of semester reporting
- Parent volunteer support in the classroom, excursions, events
- Weekly Assembly /Special Event Parades/ Education Week Activities
- Sporting and social events

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These programs focus on social skills and teach students to develop resilience and apply conflict resolution strategies to life experiences.

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	37	18	27
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.

Environmental Footprint

Reducing the school's environmental footprint

Our school conserves water through storing water catchment in a dam located at the rear of the school. This has enabled us to reduce water consumption throughout the school.

We adopted a no paper based newsletter that was emailed to parents and changed communication from weekly to fortnightly. A deliberate move to more digital technology has enabled the school to reduce the use of paper and electricity. Academic reports were emailed to parents in 2016.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	155,987	1,513
2014-2015	151,424	525
2015-2016	149,152	1,647

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

School Funding

School income broken down by funding source

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

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



Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	45	24	0
Full-time Equivalent	38	15	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	5
Graduate Diploma etc.**	1
Bachelor degree	30
Diploma	8
Certificate	0

*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 \$20010

The major professional development initiatives are as follows:

- # Digital technologies in the classroom
- # Essential Skills for teachers (behaviour management)
- # U2B reading strategies in the classroom
- # CPR/First AID
- # Mindfulness for staff

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.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% 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).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	93%	92%

*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	93%	94%	94%	94%	92%	93%	93%	92%					
2015	94%	92%	93%	94%	95%	92%	92%						
2016	94%	92%	93%	93%	95%	95%	92%						

*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.

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Class Rolls are electronically marked at the beginning of the day and at the commencement of the afternoon session after the 2nd break. Children who arrive after school has commenced (9:00am is the time that roll is completed) are to report to the school administration building to receive a late slip. This late slip is then handed to the child's classroom teacher so that late attendance to class can be recorded.

If a student is to be absent from school parents to notify the school via a written note or the office phone number. The school will contact parent/carers if there have been a number of unexplained or high absences reported.

Our Indigenous Education Worker works with families to maintain attendance and has personal contact should there be concern around attendance. Office staff follow up unexplained absences on a regular basis to keep records accurate and reduce this data.

A weekly review of attendance is conducted to identify students with a high level of absenteeism. Parents are asked to provide a justification for a high level of absenteeism.

Our school very much supports the "Every Day Counts" initiative by the Department of Education and Training.

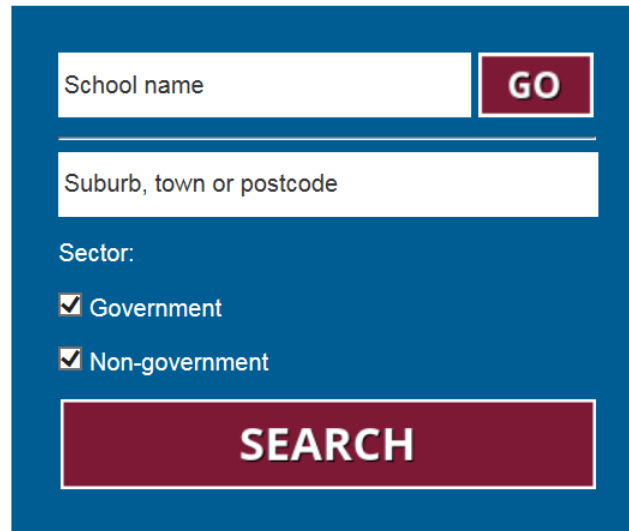
Student attendance is aligned with our behaviour management policy where teachers monitor student attendance on a daily basis with both class and whole school targets clearly communicated and monitored throughout the school community. Individual class attendance rates are clearly shown as a visual representation on the classroom door.

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.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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 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.