



Shailer Park State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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Shailer Park State School Queensland State School Reporting 2015 School Annual Report



School Overview

Shailer Park State School is located in the South Coast Region and attracts students from surrounding suburbs of Shailer Park, Cornubia, Tanah Merah, Carbrook and Loganholme. The school was established in 1982 at the time when rapid growth in the area was evident. The attractive 6.16 hectares are equipped with three adventure playgrounds, basketball courts, 2 cricket practice nets, 2 ovals, a large sand play area and the 'terrace'..

Our school motto is Creating Bright Futures. At Shailer Park State School we build a positive learning culture, providing challenging, interactive and engaging learning experiences whilst nurturing relationships with families and the wider community. Our talented teaching and non-teaching staff are committed to developing in our students a true love of learning, developing confident, resilient young people who are well prepared for a meaningful future. Currently, there are 21 classes from Years 1 to 6, four Prep classes.

We are proud of the many achievements we get to celebrate at Shailer Park State School - academic excellence, sporting brilliance and cultural excellence to name just a few. Students have a diverse range of opportunities to find and develop their unique strengths, be that in leadership, sports, music, dance, art and public speaking, academic or other individual pursuits.

Principal's Forward

Introduction

The following report details our school's progress and achievements towards our stated goals during the course of 2016. It includes data and commentary on:

- enrolments and trends
- class sizes
- disciplinary absences
- curriculum
- opinion surveys

- staffing
- student achievement

School Progress towards its goals in 2016

Shailer Park State School successfully worked towards strategic goals that were identified in the Annual Operation Plan. SPSS:

- Shailer Park State School, **School Council** was established.
- Achieved **outstanding results** in the national testing (NAPLAN).
- **Shared practice** with more than 20 schools from across Australia. Schools came to visit SPSS to observe the work of staff as a PLC with a focus on Professional Learning Teams, Personalised Professional Learning and a **Whole School Response to Intervention and Enrichment**.
- Established a **Technology Room** with a focus on **coding** and **robotics**, including a partnership with Asser Samak from Udacity based in USA.
- **NAPLAN Online Pilot School** including Omnibus, Scaling Study and writing.
- SPSS was recognised by the School Improvement Unit Team for **excellence in GLOW** and will be part of the **SIU Annual report**.
- **Early Years Educational Partnership** was established with local Early Childhood Education Centres, Griffith University and other local Primary schools.
- **Established partnerships** with multiple high schools to ensure successful transitions for Year 6 students.
- Continued to develop and refine the SPSS Pedagogical Framework – **Explicit Direct Teaching**.
- Established Koala Joey’s Program a free **playgroup** based on the Butterfly’s program.
- The school continued to commit to the **Core Learning Area priorities** of reading, writing, spelling, grammar and punctuation, numeracy, science and ICT’s, by ensuring resources (human, financial and material) are utilised effectively and efficiently to ensure improved student learning outcomes. This commitment is ongoing including a significant upgrade to hardware and infrastructure.
- Established **Family Hub**, a place for parents/carers to access community services. This is in its infancy stage.

- Achieved high levels of consistency with **Positive Behaviour for Learning (PBL)**.
- Established **Fun Friends Program** as part of PBL, to enhance social and emotional well-being.
- Ensured Indigenous perspectives is embedded across the curriculum.

Future Outlook

The future outlook at SPSS is certainly bright. Throughout 2017 we will continue to focus on collaboration, learning and results by:

- Continuing to work as a high performing Professional Learning Community with an emphasis on:
 1. What do we want students to learn?
 2. How will we know when they have learnt it?
 3. What will we do if they already know it?
 4. What will we do if they don't know it?
- Continue to refine and embedding Explicit Direct Instruction in all year levels P-6 in English and mathematics to ensure every students will receive a "C" or have an evidenced based plan.
- Continuing to build relationships within the community including parents/carers, early childhood providers, high schools, other PLC schools and local business.
- Continuing to build staff capability in STEAM.
- Continuing to improve attendance to 95% for all students

Our School at a Glance

School Profile

| | |
|-------------------------------------|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | Yes |
| Year levels offered in 2016: | Prep Year - Year 6 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 384 | 164 | 220 | 15 | 91% |
| 2015* | 367 | 159 | 208 | 22 | 91% |
| 2016 | 416 | 204 | 212 | 20 | 92% |

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

Shailer Park State School is a Prep – Year 6 co-educational school. It is situated in the urban corridor approximately 30 kilometres south of Brisbane in Logan City. It consists of 21 classroom groups, mostly single-year classes. There is a 5% Indigenous population and also a small number of students with English as Second Language (ESL) being 9%.

The majority of students come to Shailer Park State School from the local Shailer Park suburb. Shailer Park State School has a multitude of highly successful programs including academic excellence, digital learning platforms including 1:1 iPad mini classes across Year 6, extensive Arts Program, including Shailerettes Dance Program, Year 3 Strings Program, Drumming, Junior and Senior Choirs.

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 | 22 | 26 | 23 |
| Year 4 – Year 7 | 29 | 27 | 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

The curriculum is based on mandated Learning Areas within the Australian Curriculum.

Non

Australian Curriculum Learning Areas are based on Key Learning Areas as outlined by QSA and EQ. These areas are taught as stand-alone subjects and are also integrated with other areas where possible. Explicit Direct Instruction is the school's Pedagogical Framework and teachers work as a Professional learning Community (PLC).

- Learning is provided through a three tiered system allowing all students opportunities for extension and intervention with a focus on formative assessment.
- Prep implements the Australian Curriculum and the Early Years Curriculum Guidelines in alignment with EQ's P-12 Curriculum, Assessment and Reporting Framework.
- Japanese is implemented in Years 4 - 6
- Woodwind, Percussion and Brass for students in Years 4, 5 & 6
- Strings Program in Years 3-6
- Early intervention programs for Prep-3 (Levelled Literacy Intervention, Oral Language Program)
- Gifted and Talented Modules for high performing students (based on data sets)
- Differentiated curriculum following Maker's Model and EQ's framework on Differentiation
- Words Their Way Spelling Program to support the Australian Curriculum
- Performing Arts Program – including extensive dance program, instrumental music, choir and drumming
- Active engagement with ICTs for learning – the use of smart boards in every teaching space, iPad and iPod banks, eLearning studio, 1:1 iPad mini classes for all Year 6 students, computers in every classroom, wireless computer access and a "Green Room" recording studio
- Every student has access to 24 hour learning programs including Literacy Planet and Athletics
- Intensive Science Blocks with a school laboratory

Co-curricular Activities

We have a wide variety of extra-curricular activities in which our students can participate.

These include but are not limited to:

- Instrumental Music Program – Years 3-6
- Dance Program
- Chess Club
- Visiting sports program, e.g. Outkick, cricket
- Visiting Cultural Performances
- Junior and Senior Choir
- Inter-school Sports Days
- School Camp Program
- Health and Fitness Program
- Athletics and Literacy Planet
- Academic Competitions, e.g. Australian Maths Competition
- Readers' Cup
- Year Level Excursions – Prep to 6
- Student Leadership Program
- Buddy Program
- Japanese Club
- Playground leaders, music captains, house captains and class captains

How Information and Communication Technologies are used to Assist Learning

Our school curriculum provides learning and assessment opportunities that allow students to inquire, create and communicate with ICTs, and to use ICTs safely and responsibly to manage, store and locate information.

Our students have Interactive White Boards and computers in every teaching space, an eLearning Centre, and access to banks of laptops, iPads, iPods, Digital Cameras, 21st century learning devices, and a state of the art “Green Room” for media creation. All Year Six students are issued with an iPad Mini for use throughout the year and engage in an online Cyber Safety program. Our teachers use these technologies to assist students with their learning and ICTs are integrated into all curriculum areas.

Social Climate

Overview

Shailer Park State School is a positive and supportive school that lives by the Positive Behaviour for Learning philosophy and places importance on **Being Safe, Respectful and Responsible**. Our “Gold” reward system is an integral part of this support program where students, who have exhibited positive attitudes in and out of class, are recognised and



acknowledged for their positive behaviour in a variety of ways. The extremely rare instances of bullying in our school are addressed immediately, ensuring a safe environment. We provide a range of pastoral care programs and work with external agencies to provide students with vital information to keep them safe in the broader community.

Our school, services students from a wide variety of backgrounds. For students identified with social, emotional and/behavioural needs, support exists within the school. Intervention or support is available from the Guidance Officer, Teachers, Teacher Aides, School Chaplain and other members of our Student Support Team. Our school chaplaincy program commenced in 2007 and continues to have a positive impact on the school community

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) | 94% | 90% | 91% |
| this is a good school (S2035) | 91% | 90% | 97% |
| their child likes being at this school* (S2001) | 97% | 100% | 97% |
| their child feels safe at this school* (S2002) | 97% | 100% | 97% |
| their child's learning needs are being met at this school* (S2003) | 91% | 90% | 94% |
| their child is making good progress at this school* (S2004) | 91% | 90% | 91% |
| teachers at this school expect their child to do his or her best* (S2005) | 97% | 90% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 88% | 90% | 97% |
| teachers at this school motivate their child to learn* (S2007) | 91% | 90% | 94% |
| teachers at this school treat students fairly* (S2008) | 91% | 90% | 86% |
| they can talk to their child's teachers about their concerns* (S2009) | 94% | 90% | 97% |
| this school works with them to support their child's learning* (S2010) | 91% | 90% | 94% |
| this school takes parents' opinions seriously* (S2011) | 84% | 80% | 91% |
| student behaviour is well managed at this school* (S2012) | 94% | 89% | 83% |
| this school looks for ways to improve* (S2013) | 97% | 89% | 97% |
| this school is well maintained* (S2014) | 97% | 89% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 95% | 95% | 92% |
| they like being at their school* (S2036) | 94% | 95% | 91% |
| they feel safe at their school* (S2037) | 94% | 98% | 89% |
| their teachers motivate them to learn* (S2038) | 93% | 99% | 99% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2014 | 2015 | 2016 |
| their teachers expect them to do their best* (S2039) | 99% | 99% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 94% | 95% | 90% |
| teachers treat students fairly at their school* (S2041) | 95% | 96% | 86% |
| they can talk to their teachers about their concerns* (S2042) | 88% | 87% | 90% |
| their school takes students' opinions seriously* (S2043) | 93% | 94% | 90% |
| student behaviour is well managed at their school* (S2044) | 82% | 90% | 81% |
| their school looks for ways to improve* (S2045) | 93% | 98% | 97% |
| their school is well maintained* (S2046) | 92% | 95% | 95% |
| their school gives them opportunities to do interesting things* (S2047) | 94% | 98% | 89% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 97% | 96% | 97% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 92% | 100% |
| they receive useful feedback about their work at their school (S2071) | 79% | 76% | 87% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 96% | 100% | 83% |
| 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) | 97% | 96% | 100% |
| staff are well supported at their school (S2075) | 91% | 76% | 90% |
| their school takes staff opinions seriously (S2076) | 91% | 84% | 97% |
| their school looks for ways to improve (S2077) | 100% | 96% | 100% |
| their school is well maintained (S2078) | 97% | 88% | 97% |
| their school gives them opportunities to do interesting things (S2079) | 88% | 72% | 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.

Parent and community engagement

Parents are encouraged to be partners in their child/children's education at Shailer Park State School. Many parents help in our classrooms, in the library and the tuckshop. Our Parents and Citizens Group meet regularly to support and guide the school's progress.

We offer workshops and seminars on various topics throughout the year, including cyber safety, reading support, and early years development. Our Guidance Officer also provides a range of parenting courses to support parents with the challenges of raising a child. Our Leadership Team supports parents by providing literacy and numeracy sessions to enable parents to support their child's learning.

Our parent/teacher interviews are very well supported by our parents and provide a more formal opportunity for parents to reflect on their child's progress and learning goals. Parents are encouraged to be involved in their child's education by informal communication, maintaining communication books with class teacher and/or establishing regular email communication as well as Term Overviews, class and school newsletters, the SPSS website, Facebook and text messaging.

Parents are welcome and regular visitors to our weekly parades and special events. The school runs numerous events where parents and members of our school community are invited and encouraged to attend. Some of these include:

- Athletics carnivals
- Shailer's Got Talent (a performance and variety show by students)
- Gala concert (Logan Entertainment Centre)
- ANZAC Day commemoration
- Under 8's Day
- Grandparents Day
- Shailerettes and Shailer Jets Dance Groups
- Music Evenings
- Library Reading Program
- Awards
- Discos
- Chaplaincy Program – Mother-Daughter evening, Father-Son nights, Shailer's Got Talent

SPSS has many community relationships including working collaboratively with local Early Childhood Centres, local businesses including Woolworths, PCYC as well as the local high school.

Consultation process for diverse learning needs:

Our Professional Learning Teams in each year level consult and look at student data weekly for their cohort of students. Teachers discuss students identified through this process as requiring support or extension. Teachers then make decisions in regard to strategies to implement day to day or other processes to action to address learning needs and access further supports.

If further support is required, parents are consulted to determine the next step. Through this conversation information is shared regarding the expectations of the learning environment and the student's current level of achievement and engagement. Depending

on the nature of the casual factors impeding the students' progress the school and family might decide that:

- An individual Curriculum Plan is required for the student to be taught and assessed at the level they are currently achieving at and reviewed each semester.
- A referral to the Student Wellbeing Action Team is required for a cognitive assessment or behavioural observation.
- Family may take the information to a paediatrician for medical assessment. They may also investigate hearing/vision or a psychological assessment.

If results indicate there is a diagnosis in one of the five categories the school team will prepare a verification submission, with family consent and input, to enable the student access to further supports at school.

Respectful relationships programs

Shailer Park State School has a high commitment to the safety and well-being of all students. All staff and volunteers annually complete Student protection training. As stated previously Positive Behaviour for Learning provides a framework to explicitly teach appropriate behaviours including teaching students how to recognize, react and report when they or others feel unsafe. SPSS also includes the following programs, shows and events to support the safety and well-being of every student at SPSS:

- Fun Friends (whole school);
- Better Buddies (Peer support program for Preps);
- E-licence with the Allanah and Madeline Foundation(Year 6);
- Bravehearts (P-3);
- Brainstorm Productions(Whole school);
- Brett Lee- Digital Footprint (Years 4-6);
- Life Education (whole school) and
- The Family Hub (community).

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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 | 36 | 49 | 38 |
| Long Suspensions – 6 to 20 days | 0 | 1 | 1 |
| Exclusions | 2 | 2 | 1 |
| 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.

This school is committed to reducing its environmental impact. A number of key initiatives have been formulated and implemented over the past few years to ensure that this school community is a participant in ensuring that the planet has a sustainable future including composting, recycling and gardening. The school is currently awaiting approval for solar panels to be installed as a means to further reduce our environmental footprint.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 157,034 | 1,251 |
| 2014-2015 | 166,823 | 850 |
| 2015-2016 | 134,771 | 1,080 |

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

School Funding

School income broken down by funding source

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

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

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

| 2016 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 35 | 18 | <5 |
| Full-time Equivalent | 28 | 12 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | |
| Masters | |
| Graduate Diploma etc.** | |
| Bachelor degree | 35 |
| Diploma | |
| Certificate | |

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$59 000.

The major professional development initiatives are as follows:

- National Curriculum
- Explicit Direct Instruction
- Independent Public Schools
- Response to Intervention and Enrichment
- Literacy and Numeracy
- Digital Learning
- STEM including coding
- Positive Behaviour For Learning
- Professional Learning Communities
- Coaching Teachers
- Mentoring

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% | 95% | 95% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2016 | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 92% | 91% | 91% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 85% | 86% | 85% |

*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%.

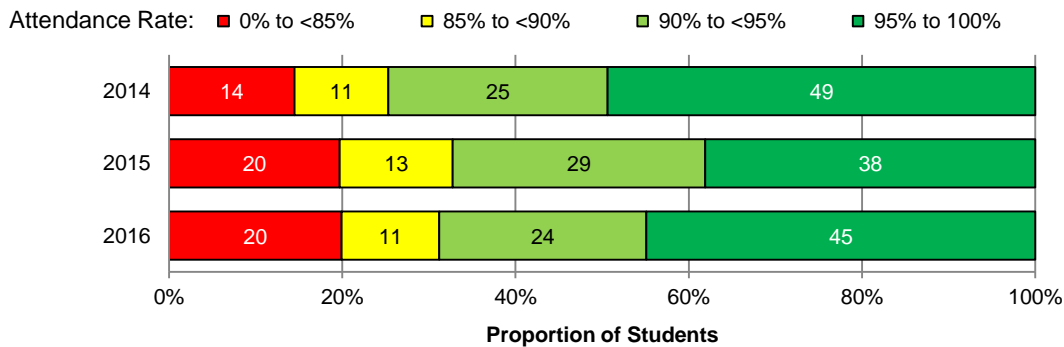
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8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

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.

Classroom rolls are marked in accordance with EQ policy and procedures. They are marked twice daily, both in the morning and afternoon. The school monitors attendance of all students using "ID Attend". If a child is absent and the parent/carer has not notified the school, a text message on the morning of the absenteeism will be sent directly to the parent/carers notifying them and asking for a response from the parent/carer. When a pattern of absence explained or unexplained has been identified, a system of communications is initiated. This system includes phone calls/emails, followed by informal correspondence, meetings with the Deputy Principal or Principal to develop an action plan to address any issues impeding attendance followed by formal correspondence in alignment with EQ policy.

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

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Government

Non-government

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

School 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.

