

Tully State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This School Annual Report provides a concise picture of Tully State School in terms of the school and staff profile, curriculum offerings and social climate. The report also includes a snapshot of student performance through a summary of NAPLAN and an overview of school community satisfaction using data from school opinion surveys.

Our School is committed to continuous improvement and strives to provide high quality learning and teaching programs delivered in a supportive environment.

School progress towards its goals in 2015

Key : ✓ embedded; / partially completed; - negligible start

Priority 1: Improving teaching and student outcomes	
<ul style="list-style-type: none"> • Explicit Teaching Practices in all classrooms - focus on I do, We do, You do; Consolidations in Literacy and Numeracy 	/
<ul style="list-style-type: none"> • Implementation of Quality Teaching systems – Coaching/ Feedback/ Profiling/Supervision 	✓
<ul style="list-style-type: none"> • Establish and refine o Expert Learning Team – coaching/pedagogy 	/
<ul style="list-style-type: none"> • Continued implementation of Foundations programs - Spelling Mastery/ EMM/JEM 	/
<ul style="list-style-type: none"> • Refinement of Reading Programs and the Teaching of Reading – Develop Reading programs for years 4-6 	/
<ul style="list-style-type: none"> • Refine Pedagogical Framework to ensure clarity and consistency – include in Induction System 	/
<ul style="list-style-type: none"> • Continue to refine and Implement reading intervention programs and strategies to improve reading in the Early Years (GRG) 	✓
<ul style="list-style-type: none"> • Implement Intervention strategies to - get students to benchmark and increase the number of students in the Upper 2 bands 	✓
<ul style="list-style-type: none"> • Implement intensive intervention in the early years - Speech 	✓
Priority 2: Refining and embedding data based decision making.	
<ul style="list-style-type: none"> • Develop Whole School Data Plan 	✓
<ul style="list-style-type: none"> • Use data to identify and set benchmarks, targets and short term goals; and, to monitor progress - individual student/cohort/school (Explicit Improvement Agenda) 	✓
<ul style="list-style-type: none"> • Refine data collection and management across the school - OneSchool, G drive, Student Data Books 	✓
<ul style="list-style-type: none"> • Implement regular focussed sessions on data with staff - staff meetings/ teacher meetings 	✓
<ul style="list-style-type: none"> • Use data to ensure most effective use of resources - human and physical 	✓

Priority 3: Refining and embedding Planning & Accountability Systems at all leadership levels.	
<ul style="list-style-type: none"> Implement SLT models and tools at all Levels - SRD, AAP, WPR 	✓
<ul style="list-style-type: none"> Implement Attendance System - as per region 	✓
<ul style="list-style-type: none"> Implement Explicit Teaching System - as per the region 	/
<ul style="list-style-type: none"> Implement Behaviour System - as per the region 	/
<ul style="list-style-type: none"> Develop SRDs for all positions in the school 	✓

Priority 4: Connecting parents and caregivers with student learning.	
<ul style="list-style-type: none"> Design and Implement Parent Engagement Plan 	/
<ul style="list-style-type: none"> Provide Information sessions to parents on a regular basis - Reading, Data, Behaviour 	/
<ul style="list-style-type: none"> Maintain regular communication strategies - Parent information nights, Website, Newsletter, Data Books, Face book etc 	✓
Priority 5: Develop Positive and Respectful School Tone	
<ul style="list-style-type: none"> Continue Implementation of PB4L 	✓

Future outlook



TULLY STATE SCHOOL



Explicit Improvement Agenda

2016

Priority	Target	Strategies	Who	Evidence
Improving Teaching	<ol style="list-style-type: none"> 100% Teachers Proficient or above - ET 100% Teachers Proficient or Above as per APST Coaching and Feedback culture evidenced in systems 100% teachers have PDP 100% students C or above* 100% teachers implementing consolidations <p>*As per ICP</p>	<p>Improving teaching system</p> <ul style="list-style-type: none"> ○ Coaching and Feedback ○ Profiling ○ Walkthroughs ○ Planning ○ Beginning Teachers ○ Moderation ○ Reporting <p>Work Progress Review PDP PD</p> <ul style="list-style-type: none"> ○ ET ○ APST ○ PDP 	<p>Principal</p> <p>HOC</p> <p>MT</p> <p>HOSES</p>	<p>Explicit Teaching Continuum – teacher plotted</p> <p>APST – Teacher Plotted</p> <p>Monitoring Data Production Reports Monitoring Documentation PD Plan</p>
Reading	<ol style="list-style-type: none"> Targets and Benchmarks as per FNQ Each student progresses minimum of 12 months per year* 80% of students' RA at or above CA* 100% proficient at reaching reading TSS Data Plan Reviewed 	<ul style="list-style-type: none"> • Data collected as per Data Plan • PD <ul style="list-style-type: none"> ○ Cueing systems (How we Read) ○ Big six ○ Data literacy – drilling down ○ Differentiation for reading ○ Next steps – how to move students • Collaborative planning/sharing of practice/ • Coaching and Feedback • Resourcing <ul style="list-style-type: none"> – HR – MT/HOC/TA/TRS • Materials – reading material/tests/ICT 	<p>LT</p>	<p>Standardised Tests Reading Data</p> <p>Teacher Mark books Teaching of Reading Continuum</p>

Improving Leadership and Capability	<ol style="list-style-type: none"> 1. Implement SLT tools and systems 2. Provide ongoing PD and capability building of leadership 3. Leaders receive ongoing feedback 	<ul style="list-style-type: none"> • Specific Role Descriptions developed and maintained for all personal • Leadership Team develop and manage AAPs <ul style="list-style-type: none"> - Coach to work with LT members- Tony - 360 • Leaders Capability continuum • Continued targeted PD on leadership – Tony • PDP reflect analysis form a range of feedback 	Principal	SRD LT AAPs WPR PDP
Data	<ul style="list-style-type: none"> • Data System implemented • Data drives resourcing • Data informs teaching 	<ul style="list-style-type: none"> • ISR informs budget allocations • Data informs HR allocations • PD <ul style="list-style-type: none"> ○ System ○ Analysis – Standardised Testing ○ Class Dash board • Differentiation – data informed teaching 	LT	Budget breakdown Data sets available Data shared and interrogated – meeting agendas Differentiation in planning targeted and individualised
Community Engagement	<ol style="list-style-type: none"> 1. 90% or above satisfied with the school 2. Parent feedback - 90% or above satisfied 3. 100% of all systems designed have parent component 4. Parent education opportunities implemented 	<ul style="list-style-type: none"> • Parent feedback opportunities • Parent sessions – eg Triple P/ Deadly Readers/ How we Read/ • Indigenous cultural activities • Indigenous student leadership positions • Positive advocacy for indigenous community 	CLEO BSM Principal	School opinion surveys Parent feedback Increased number of parents attending events Communication – facebook, newsletter, website PD events Multicultural Day Homework club Indigenous group of parents and families
Positive School and Student Wellbeing	<ol style="list-style-type: none"> 1. PB4L implemented as per plan 2. Student Support team 3. Attendance – 94% no gap 4. Home/ community communication and support 	<ul style="list-style-type: none"> • Plan developed, shared and implemented • SEARS – design system • Develop Specific Roles • CLEO • PBST • Implement Attendance system 	LT PBST	As per Plan System designed and implemented Roles implemented Attendance system implemented

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	276	141	135	71	97%
2014	299	142	157	90	95%
2015	275	129	146	81	93%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Students at Tully State School come from the township of Tully and its immediate surrounds. The Towns major industries are sugar and banns production. We have a multicultural body of students with 29% Aboriginal and Torres Strait Islander and a growing percentage of children from India.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	25	24	26
Year 4 – Year 7 Primary	25	26	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	24	44	0
Long Suspensions - 6 to 20 days	2	0	0

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Tully State School implements a detailed curriculum plan using the Australian Curriculum and C2C units.

There is a clear schedule for each component of the teaching and learning cycle. Targets and benchmarks are aspirational.

Our distinctive curriculum offerings

Literacy / Numeracy Improvement.

- Whole school Reading Program includes
 - Prescriptive Reading lesson across school
 - Accelerated Success Programs focused on getting students to benchmark and beyond – See GRG Plan on Website
 - Direct Teaching of Reading Programs for at risk students
 - Differentiated programs for high needs students
 - High expectations for all students – rigorous efforts to reach Regional benchmarks
- Spelling Mastery – direct instruction program implemented across the school to improve spelling
- EMs and JEMs – Direct instruction programs to develop mathematical skills. These are use school wide

Transition – School Readiness Program

- School Readiness programs – for Pre PREP year to develop learning behaviours and early literacy and numeracy skills

Instrumental Music

- For interested students our school runs a very successful instrumental music program which involves student becoming members of the school orchestra and or school rock band.

Special Needs

- Our school manages the special needs for the cluster.
- At a school level we have high quality special needs programs that compliment class programs and are responsive to the specific needs of the student.
- Most students participate 100% in their classroom. Differentiated programs are designed and implemented with the support of skilled teachers.

Alternate programs are developed and implemented in response to the needs of the student. High levels of professional collaboration occurs at planning, implementation and, reporting stages

Extra curricula activities

Sports

- Many Sporting opportunities are supported through our school. Such sports include football, netball, touch football, and softball. Staff members are enthusiastic about training and coaching our sporting teams. We have had many successful players reaching regional and state levels.

Homework Club

- Homework class – once per week. Facilitate by indigenous volunteers to ensure reading practice and homework is completed

Buna Council

- This is an indigenous stunt leadership strategy. Students are responsible for advocacy of Indigenous perspectives, celebrations and achievements.
- The Buna council have established an indigenous dance group.

How Information and Communication Technologies are used to improve learning

ICT is embedded throughout the units of work to enhance student engagement and improve teaching. This has resulted in high quality programs which allow students to develop and maintain their ICT skills.

Computers are used in all year levels to assist and enhance learning and teaching across all key learning areas.

Students have access to 2 computer labs. Each classroom has access to 2 computers. All classrooms have interactive white boards and a dedicated laptop.

ICT are used extensively by teachers – planning, teaching and learning, monitoring progress, reporting. Teachers use oneschool for a range of purposes – planning, data collection and analysis, behaviour reports, use of dashboard and assessment reports.

Professional development is accessed through ICT by all staff members.

Social Climate

Our school prides itself in the warm and caring environment we have created here. Our school welcomes and supports students from a wide range of cultural and social backgrounds. Our students benefit from the rich learning and social environment this creates. Our behaviour program focuses on three general areas:

- Promotion and support of positive student behaviours
- Explicit teaching of social skills
- Management of inappropriate behaviours

Classes implement explicit lessons on behavioural expectations. Our students aspire to be “GOLD” level students. Acknowledgment of those students who consistently choose to behave appropriately is a key component. Student self-reflection and shared regular feedback, through the use of class meetings, provide students with a self-monitoring system.

Another positive aspect of our school climate is the support personnel we have for our indigenous students. Student and family welfare is enhanced through these roles and programs.

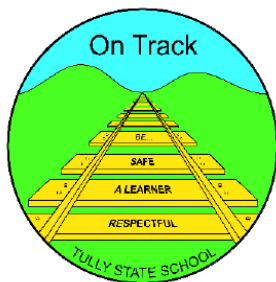
Tully State School also has a Chaplin 2 days per week. “Chappy” works closely with Student Support Team personnel to develop strategies to support students’ positive development.

The employment of a Positive Behaviour Support Teacher allows for alternative programming for students who would be heading down the suspension track. These include Boys Shed and Step UP. This ensures students stay in school. These strategies have been effective in dramatically reducing SDAs.

At Tully Sate School we believe that students can be successful learners and behave appropriately in an environment characterised by clear expectations, with guidelines established regarding safety, respect and responsibility.

We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximizing the success of academic education programs.

Our school community has identified the following school rules to teach and promote our high standards or responsible behaviour. (*For more information refer to Our Responsible Behaviour Plan on our website.*)



- Be Respectful
- Be Safe
- Be a Learner

The positive climate in our school is the result of a consistent and explicit whole school approach to responsible behaviour.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	95%	89%	90%
this is a good school (S2035)	100%	89%	90%
their child likes being at this school (S2001)	95%	92%	93%
their child feels safe at this school (S2002)	92%	95%	97%
their child's learning needs are being met at this school (S2003)	92%	86%	97%
their child is making good progress at this school (S2004)	87%	92%	90%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	89%	87%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school motivate their child to learn (S2007)	97%	89%	97%
teachers at this school treat students fairly (S2008)	86%	84%	90%
they can talk to their child's teachers about their concerns (S2009)	95%	95%	97%
this school works with them to support their child's learning (S2010)	95%	92%	90%
this school takes parents' opinions seriously (S2011)	92%	89%	90%
student behaviour is well managed at this school (S2012)	86%	86%	90%
this school looks for ways to improve (S2013)	97%	94%	83%
this school is well maintained (S2014)	97%	89%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	94%	96%
they like being at their school (S2036)	90%	91%	91%
they feel safe at their school (S2037)	93%	90%	86%
their teachers motivate them to learn (S2038)	98%	92%	98%
their teachers expect them to do their best (S2039)	95%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	83%	84%	93%
teachers treat students fairly at their school (S2041)	88%	82%	84%
they can talk to their teachers about their concerns (S2042)	82%	85%	77%
their school takes students' opinions seriously (S2043)	85%	79%	80%
student behaviour is well managed at their school (S2044)	88%	77%	78%
their school looks for ways to improve (S2045)	88%	91%	95%
their school is well maintained (S2046)	85%	88%	96%
their school gives them opportunities to do interesting things (S2047)	90%	93%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	88%	97%	91%
they feel that their school is a safe place in which to work (S2070)	90%	100%	94%
they receive useful feedback about their work at their school (S2071)	93%	97%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	94%	88%
students are encouraged to do their best at their school (S2072)	98%	97%	100%
students are treated fairly at their school (S2073)	95%	97%	100%
student behaviour is well managed at their school (S2074)	95%	94%	94%
staff are well supported at their school (S2075)	83%	91%	84%
their school takes staff opinions seriously (S2076)	84%	91%	84%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
their school looks for ways to improve (S2077)	95%	97%	91%
their school is well maintained (S2078)	100%	94%	94%
their school gives them opportunities to do interesting things (S2079)	87%	91%	94%

'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 participate in their child's education through:

- Data Books home twice per term
- Early childhood strategies – support materials sent home
- Involvement in class programs.
- School Information sessions – teacher parent info sessions/PD sessions/whole school program sessions
- Art and Technology activities
- Tuckshop volunteer
- Volunteering to assist at Sports Day, School Camps and Excursions
- Share their expertise for special occasions/class activities
- Parents and Citizen's Association and the associated activities
- Involvement in Strategic Planning – Internal School Review, Discipline and Teaching and Learning Audits

Class meeting and teacher

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

To reduce our environmental footprint we continued with education programs about ways to cut power and water usage, how to reduce waste (plastic wrappers in particular), the downside of litter etc.

Students and staff were also encouraged to manage lights and air-conditioners in their classrooms.

Sustainability is valued and embedded across curriculum.

Tully State School is an official Reef Guardian school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	181,529	7,000
2013-2014	184,837	880
2014-2015	204,036	1,158

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

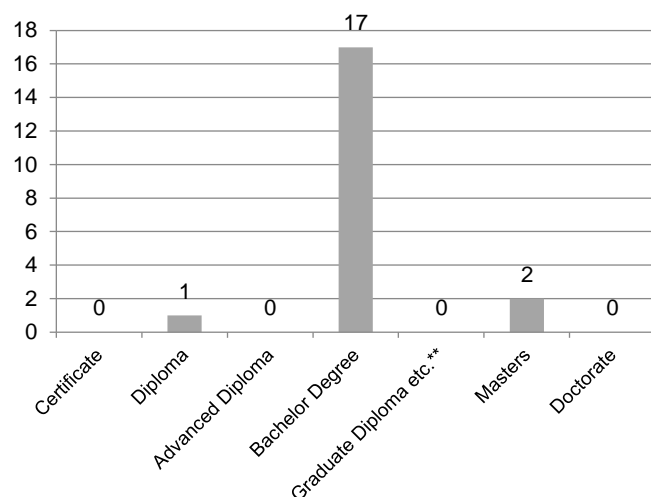
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	25	25	6
Full-time equivalents	23	14	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	17
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	20



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$31 792

The major professional development initiatives are as follows:

- Literacy related sessions – eg Running Records, PROBE, Assessment analysis
- Oneschool – data collection, dash board, planning
- Teacher Aide upskilling
- Explicit Teaching

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	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 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	89%	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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

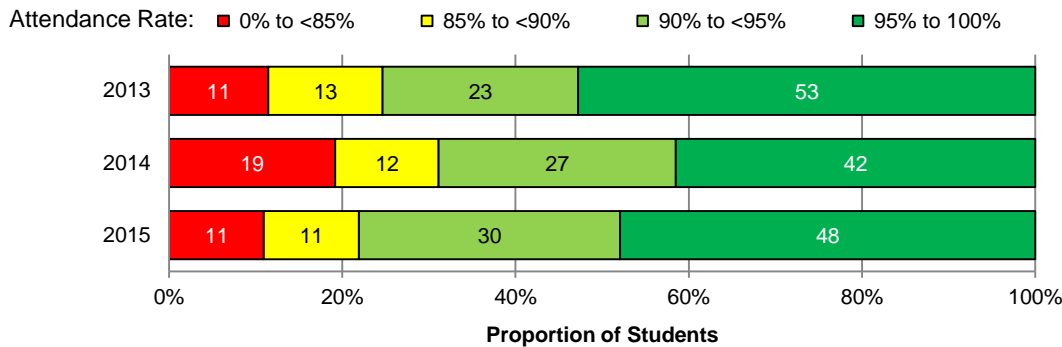
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	94%	93%	94%	94%	92%	92%	92%					
2014	90%	87%	93%	92%	94%	92%	91%	89%					
2015	91%	94%	91%	96%	93%	94%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

Tully State School expects every child to be at school every day unless there is a reasonable excuse. Illness, medical and dental appointments are valid reasons for absenteeism. Birthdays, play dates and shopping trips are examples of reasons not considered valid.

Tully State School's attendance policy aims to ensure maximum learning outcomes for every child. Research identified very clear links between attendance and success and achievement at school.

It is important that students, staff and parents/carers have a shared understanding of the importance of attending school. Tully State School

- is committed to promoting the key messages of Every Day Counts
- believes all children should be enrolled at school and attend school all day, every school day
- monitors, communicates and implements strategies to improve regular school attendance
- believes truancy can place a student in unsafe situations and impact on their future employability and life choices
- believes attendance at school is the responsibility of everyone in the community

At Tully State School we promote 100% attendance by:

- Providing rich, engaging learning experiences for every child
- Supporting every child to Raise the Bar
- Working in partnership with parents and carers to ensure regular attendance
- Is When a student is absent without explanation for 3 days or the school identifies unexplained or unsatisfactory absences or patterns of absences without reasonable excuses or where a student's attendance is reasonably considered unsatisfactory by the principal, Tully State School will take the following actions:
 - Authorised officer at the school confirms that child is obliged to attend and that no circumstances exist where the parent's obligation does not apply.
 - Authorised officer at the school contacts both parents and determines if there is a reasonable excuse for not ensuring their child is attending school. If unable to contact parent/carer by phone a letter is sent home.
 - School offers support to family to ensure child's attendance improves.
 - Authorised officer at the school considers whether an exemption from schooling, flexible arrangement or alteration to a student's educational program is appropriate and required.
 - If the child is still not attending regularly after three weeks (15 school days) of the first attempt to contact parents, an authorised officer at the school sends by registered post, a **Notice (Form 4 – Failure to attend (s.178(2))** to both parents outlining parents' legal obligation and inviting both parents to attend a meeting to discuss the situation.
 - Authorised officer at the school keeps a copy of the Notice (Form 4) and records date, time and by whom letter was posted.
 - If after sending the Notice (Form 4):
 - a meeting occurred with the parents, but there is no change in circumstances within one week (5 school days) of this meeting; or
 - a meeting did not occur with the parents, and there is no change in circumstances within one week (5 school days) of sending the Notice;
 - an authorised officer at the school sends by registered post a **Warning Notice (Form 5 – Failure to attend (s178(4))** advising parents of their legal obligations and offering a meeting to discuss support available to address failure to attend.
 - suing and celebrating student's attendance - %100 Attendance Certificate at the end of each term

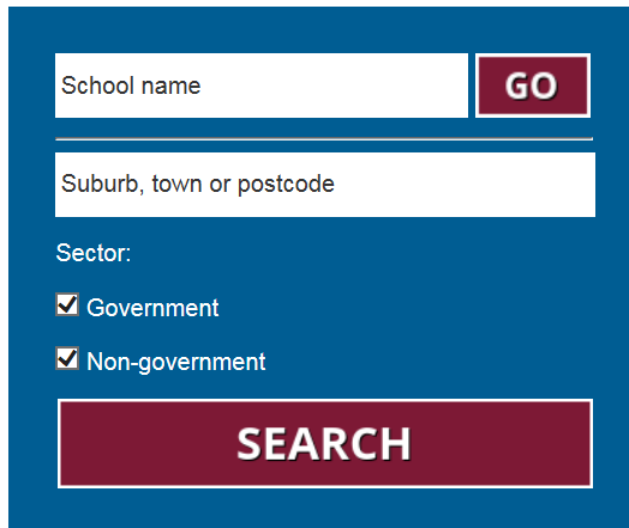
At Tully State School we request parents/carers/guardians inform the school of ANY length of student absences by

- Calling the school notifying admin of the absence and the valid reason for the absence
- Provide notification in writing to the class teacher or admin and outline the valid reason

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

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

School 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.