



# Bardon 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

Bardon State School is a vibrant school, a school that epitomises the community spirit of Bardon, a school which seeks to maximize each child's potential in a secure, supportive, challenging and family environment of 'Love, Laughter and Learning'. Whilst education has always played an important role in society, that role is even more important in today's ever-changing world. Schools today need to develop in children an ever increasing range of skills, attitudes and knowledge base that will encourage them to be lifelong learners. Bardon State School has, since 1948, established itself as a leader and innovator in the educational arena; a tradition we are proud of and continue to build upon. As a medium sized school (enrolment 330), we offer a pastoral and secure atmosphere for our students. Our grounds and facilities include a library, two multi-purpose courts, a sports oval, purpose built playgrounds for P to 3 and 4 to 7, tuckshop and open air stage with under-covered area. Our distinct extracurricular offerings include an instrumental music program, several school choirs, chess club and interschool sport, to name a few. Our Bardon 2020 Vision is *Nurturing a community of imaginative thinkers to INSPIRE lifelong learning.*

## Principal's Forward

### Introduction

In 2016, we continued to implement the Australian Curriculum and dedicated ourselves to improving the quality of our teaching. Our whole community undertook a Quadrennial School Review to establish our vision for the future – Bardon 2020 – Nurturing a community of imaginative thinkers to INSPIRE lifelong learning. Our professional teaching and non-teaching staff and families worked in partnership to develop this vision and share it with the wider community. This report chronicles our improvement journey in 2016 and outlines our improvement agenda for 2017. Characteristics of the student body and curriculum delivery along with the social climate of the school are described as well as information about our staff and the performance of our students.

### School Progress towards its goals in 2016

Met or exceeded	Substantial progress	Limited progress
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Priority Area	2016 Progress	Progress towards Action/Goal
Map the Australian Curriculum and work toward the	The development of Bardon State School Whole School Curriculum which includes:	Expected to be completed in 2017



development of a Whole School Curriculum Plan for Bardon State School	<ul style="list-style-type: none"> <li>Year Level Plans in all learning areas mapped to the Australian Curriculum</li> <li>Term Plans in all Learning Areas</li> <li>Revised Whole School Assessment Schedule</li> <li>Curriculum Snapshot providing an overview of key learning and assessment for students and parents</li> </ul>	(The Arts and Technology)
Embed the pedagogical practice of Explicit Instruction and Gradual Release Models	<ul style="list-style-type: none"> <li>Support new staff in developing skills and understandings in this practice through professional learning experiences, including Teacher Aides</li> <li>Utilise the Quality Assurance tool to provide regular feedback</li> <li>Provide in class support via the coaching program and through the Pedagogical Coach role</li> </ul>	
Develop collaborative practices within and beyond the Bardon State School to enhance individual teacher capabilities and promote consistency of practice	<ul style="list-style-type: none"> <li>The establishment of the Collaborative Professional Release (CPR) model supporting weekly year level, facilitated release focused on planning, data review and short term data cycles.</li> <li>The establishment of a team approach to support and extension with the amalgamation of all resources to develop the Active Learning Team (ALT). ALT teacher work as co-teachers with their designated year levels</li> </ul>	
Embed feedback processes to further develop staff capabilities	<ul style="list-style-type: none"> <li>Continued twice yearly profiling</li> <li>Further training provided to Teacher Aides in Essential Skills in Classroom Management and new teaching staff</li> <li>Further training in ASD and Dyslexia to be provided to key staff</li> <li>Teachers continue and Teacher Aides are involved in the development and twice yearly review of Performance Plans</li> <li>Learning Walks move to engage teaching staff with admin for peer to peer feedback</li> <li>Pedagogical Coach Role supports the Development of the Bardon State School Coaching Model</li> </ul>	
Focus on the teaching of Spelling	<ul style="list-style-type: none"> <li>Digital Data tool developed for annual and longitudinal data collection</li> <li>All staff engaged in weekly support sessions with the Master Teacher focused on the teaching of spelling</li> <li>Data review of spelling achievement against school benchmarks is completed each term with the Master Teacher</li> </ul>	
Enhance community links and promote parent interaction within the school environment	<ul style="list-style-type: none"> <li>Increase the school profile and school/ community engagement through events that more readily engage the wider school community</li> <li>Build links to the curriculum through further parent information sessions around key priorities including Reading; Support for High Performers; Mindfulness</li> <li>Work with the P and C and wider community in the development of the Strategic Plan through a consultative QSR process</li> </ul>	

### Future Outlook

Explicit Improvement agenda 2017	Indicators for success	timeline
A Culture that Promotes Learning : <i>Collegial and Community Connections</i>	<ul style="list-style-type: none"> <li>Embed a school-wide positive well-being program for staff and students to maximise engagement and outcomes and create a balance with life and learning</li> <li>Promote greater connectedness between local schools (pre and high), universities and the wider community for positive staff and student outcomes</li> <li>School and Community resources are targeted to key priority areas that promote safe, active and engaging learning and play environments</li> <li>Communication strategies celebrate the successes of the school, engage and inform the community and promote parental engagement</li> <li>Enhance and embed a quality feedback and coaching culture - between: the teaching teams, teachers and students, teachers and parents and students to students.</li> </ul>	<ul style="list-style-type: none"> <li>End 2017</li> <li>Term 2 and Term 4</li> <li>Terms 2/3</li> <li>Term 1 onwards</li> <li>End 2017 and beyond</li> </ul>
An Expert Teaching Team: <i>Coaching</i>	<ul style="list-style-type: none"> <li>Develop Professional Learning Communities within and beyond the school</li> <li>Develop support guides and a clear induction processes for all staff to ensure understanding of vision / values / processes / policies and pedagogy</li> <li>Support all staff on a continual improvement journey in data literacy to focus programming and resources, track effectiveness of practice and improve outcomes for all students</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 onwards</li> <li>Term 1 onwards</li> <li>Term 1 onwards</li> <li>Term 1 onwards</li> </ul>

	<ul style="list-style-type: none"> <li>• Collaboratively build teacher knowledge, capability and ownership of the school's response to intervention (Collaborative Professional Release CPR - Cycles of Inquiry and Active Learning Team (ALT) processes)</li> </ul>	
<p>Excellence in Curriculum Knowledge, Innovation and Delivery: <i>Reading and Writing Connections &amp; Explicit and Inquiry</i></p>	<ul style="list-style-type: none"> <li>• Engage staff in a review of Pedagogical and Whole School Curriculum Frameworks, to ensure a shared understanding of the intended curriculum reflecting a strong focus on balance between Explicit and Inquiry models.</li> <li>• Review planned learning experiences to ensure they are engaging, challenging and relevant for ALL students (support, extension, enrichment)</li> <li>• Differentiate and innovate the professional learning opportunities for all staff to support their individual growth in targeted areas and share expertise (Australian Curriculum knowledge, Explicit and Inquiry models, Data literacy, Feedback and Coaching processes) and share expertise</li> <li>• Continue to embed the BSS Guides for the Teaching of Reading and associated Quality Standards and develop the Reading/Writing Connection</li> </ul>	<ul style="list-style-type: none"> <li>• Terms 3 and 4</li> <li>• Term 1 onwards – focus in Term 3</li> <li>• Term 2 onwards</li> <li>• Term 1 onwards</li> </ul>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	318	155	163		94%
<b>2015*</b>	322	150	172	3	96%
<b>2016</b>	304	135	169	4	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 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

Students at Bardon State School are focused on our school expectations of Being Safe, Being Responsible, Be Respectful and Being an Active Learner.

Academically we are a high performing school with NAPLAN results placing Bardon, an urban school, in the top 10 schools in Queensland in both Years 3 and 5.

Students have an opportunity to access support through our Active Learning Team teachers who work as Co-Teachers with the classroom teachers across the school. Students also have a range of extension, enrichment and Gifted and Talented programming they can access throughout each year.

The community and parent body are key links to our school and our students. The school community value education and the parents are highly educated themselves. Approximately 2% of students have a verified disability and 2% of the student population identify as Aboriginal and/or Torres Strait Islander. Religious education (Anglican and Bahai) is offered at the school and is undertaken by approximately 32% of the students. 8% of students have English as an additional Language or Dialect. Students take pride in their uniform, their school and their learning. Many of our students are second or third generation indicating a wonderful sense of community.

### 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	20	23	21
Year 4 – Year 7	26	24	25
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

- At Bardon State School the teachers develop curriculum plans aligned to the Australian Curriculum and Early Years Guidelines.
- Year level teams meet 1 hour a week as part of a professional learning community to analyse student data and develop targeted teaching and learning experiences aimed at allowing students to reach their next step in learning.
- Explicit Instruction and the Gradual Release of Responsibility Model is central to our pedagogical practice.
- Specialist Lessons in LOTE – Japanese Years 4-6
- Specialist Lessons in Health – Years 4-6
- Specialist Visual Art Lessons – P-6 1 hour fortnightly
- Specialist Dance/Drama Lessons – P-6 weekly
- Specialist HPE, Music and Science lessons P-6 weekly
- Specialist Digital Technologies lessons P-6 weekly

## Co-curricular Activities

- Interschool Sport Program 4-6 weekly
- Chess Club including specialist instructor
- GRIPPS and Strings Camp – extension Music program
- Student Leadership program including a Student Council formed from leaders from Yr 3-6
- Camp Program – Years 5-6
- Instrumental and Arts Evenings
- Choral Program – Specialist Instructor
- Instrumental Program
- Bardon Lunch Clubs (Drama Club, Coding Club, Green Team, Lego Club, Construction Club)
- Extension and enrichment programs including Art Extension - TGSHS, Maths Team Challenge, Science Challenge – TGSHS, Mount Coot-tha Young Writers, Readers' Cup
- District /Regional /State representation in all sporting areas

## How Information and Communication Technologies are used to Assist Learning

A Digital Technology Room is part of our resource centre, housing a bank of 30 laptops. These are accessed from P-6. In addition banks of computers/laptops are available in each classroom. iPads are also used as an additional learning tool support. Classes can book sets of iPads as required. Preps have sets available on a daily basis.

# Social Climate

## Overview

Bardon State School is a medium sized school with an active and positive social climate enjoyed through the school and wider community. The school encourages social activities such as Welcome Breakfast, Bardon Café, Under Eights Day and individual class celebrations. Other social activities organized by our parent body and staff include; the annual Art's Night, End of Year Concert, Mayfair, annual Disco.

Pastoral Care in our school is integral to our daily routine. Each classroom has an explicit set of expectations aligned to our school expectations. These are supported with clear positive and negative consequences for choices. Creating a clear set of expectations and a predictable environment optimizes the learning environment and minimizes learning interruptions. We also benefit from the work of our School Chaplain who works at our school three days a week and supports social interactions through the toast club before school one day/week. Our Active Learning Team supports students with alternative play choices through our many Bardon Lunch Clubs such as; construction club, origami, drama etc.

We have implemented the HIGH FIVE program across the school as part of our anti-bullying program. Students are taught the skills to manage difficult situations and to empower them to problem solve independently. Reporting inappropriate behaviour is supported by all staff.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	98%	97%	92%
this is a good school (S2035)	92%	97%	89%
their child likes being at this school* (S2001)	90%	94%	97%
their child feels safe at this school* (S2002)	92%	94%	97%

Performance measure			
Percentage of parents/caregivers w ho agree# that:	2014	2015	2016
their child's learning needs are being met at this school* (S2003)	93%	94%	83%
their child is making good progress at this school* (S2004)	92%	94%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	94%
teachers at this school provide their child w ith useful feedback about his or her school w ork* (S2006)	93%	94%	88%
teachers at this school motivate their child to learn* (S2007)	95%	91%	89%
teachers at this school treat students fairly* (S2008)	89%	91%	90%
they can talk to their child's teachers about their concerns* (S2009)	93%	97%	92%
this school w orks with them to support their child's learning* (S2010)	90%	94%	81%
this school takes parents' opinions seriously* (S2011)	84%	85%	80%
student behaviour is w ell managed at this school* (S2012)	85%	85%	94%
this school looks for w ays to improve* (S2013)	91%	88%	91%
this school is w ell maintained* (S2014)	97%	97%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	100%	97%
they like being at their school* (S2036)	97%	96%	97%
they feel safe at their school* (S2037)	98%	97%	95%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them w ith useful feedback about their school w ork* (S2040)	97%	99%	97%
teachers treat students fairly at their school* (S2041)	97%	99%	94%
they can talk to their teachers about their concerns* (S2042)	95%	95%	90%
their school takes students' opinions seriously* (S2043)	90%	97%	88%
student behaviour is w ell managed at their school* (S2044)	95%	96%	90%
their school looks for w ays to improve* (S2045)	100%	99%	97%
their school is w ell maintained* (S2046)	95%	99%	97%
their school gives them opportunities to do interesting things* (S2047)	97%	95%	99%

### Staff opinion survey

Performance measure			
Percentage of school staff w ho agree# that:	2014	2015	2016
they enjoy w orking at their school (S2069)	93%	96%	93%
they feel that their school is a safe place in w hich to w ork (S2070)	100%	96%	100%
they receive useful feedback about their w ork at their school (S2071)	93%	88%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	100%	78%

Performance measure			
Percentage of school staff who agree* that:	2014	2015	2016
students are encouraged to do their best at their school (S2072)	100%	92%	100%
students are treated fairly at their school (S2073)	100%	88%	93%
student behaviour is well managed at their school (S2074)	100%	92%	93%
staff are well supported at their school (S2075)	100%	92%	86%
their school takes staff opinions seriously (S2076)	100%	92%	93%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	93%	92%	100%
their school gives them opportunities to do interesting things (S2079)	100%	92%	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

Parents are in partnership with teachers to support their child's learning journey. Parents are engaged in the annual Parent information evening that highlights the overall school direction and specific classroom information from each teacher. Teachers provide new sletter articles every fortnight to ensure curriculum connections with the entire parent community. In addition, teachers provide class newsletters on a regular basis to inform and update their parent body on key curriculum and class events.

Parent information sessions are held each term in key areas. This year these have included; Engaging Early Readers, QI Spelling program. Additionally, Curriculum Snapshots are provided to parents each term. During 2016, the whole school had the opportunity to explore the Vision for Bardon State School for the next 4 years as part of the Quadrennial School Review. Additional opportunities for Community engagement included;

- Belle Property – Spirit of Excellence
- Channel 10 – Weather Cross and School information visit (6/5's)
- P&C/School/State member – playground development, Oval redevelopment
- Daniel – Chaplain – Mother Child evening, Welcome breakfast
- Bardon Bowls Club – Remembrance Day
- Anzac Day Memorial Service
- Under 8's Day Community celebrations
- Chess Club, Digi Tech club, Bardon Lunch Clubs
- RBP review (parent/staff/student)
- Transition programming – TGSHS, local Kindy
- Grilled – Awesomely Awesome Awards
- PCYC – OSHC and school support
- Speech/Drama/Music/Coding
- Year Level Celebrations of Learning
- Parent info sessions – Prep experience, ICAS.
- Parent Feedback Night – School Review process to develop the strategic plan

Our Active Learning Team supports teachers to provision for students with a range of learning needs. Teachers attend weekly Active Learning Team Meetings to refer students who require targeted support and extension, engagement of specific specialists such as Guidance Officer or Speech Language Pathologists and/or to develop support plans. An inclusive model of support is central to our philosophy of supporting teachers and their learners. ALT team work as co-teachers to support or extend within the classroom environment on adjusted programs wherever possible.

### Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. Our Chaplain leads the Friends for Life program and the Beating Bully Bulldozer programs. The school also implements a Protective Behaviours program for Yr 5 and 6 students which provide guidance and support for students to recognize, react and report if they are feeling unsafe.

### 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	0	1	1





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

The school has installed three new water tanks to save water and support the irrigation of the refurbished oval. New sletter correspondence is via email to reduce paper wastage and minimize recyclable waste. Worm farms and composting has also been initiated to support water reduction for the newly established vegetable garden.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	100,736	0
2014-2015		568
2015-2016	86,800	

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' textbox.

### 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	26	14	0
Full-time Equivalent	20	9	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate Diploma etc.**	1
Bachelor degree	18
Diploma	2
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 \$25 540.

The major professional development initiatives are as follows:

- Beginning Teacher Mentoring
- GEM Training
- Guided Reading PD
- Data collection and analysis
- Coaching Training
- THRASS training
- Profiling training
- Anita Archer – Explicit Instruction
- PD – Twilight – Maths focus
- BSM conference
- Learning Fair – Leadership Team - Band 7 schools
- Finance Training
- OneSchool Training
- Legal seminar
- Leadership Masterclasses
- Cleaners workshops
- Mindfulness and Breathe projects
- Learning Connections - Prep
- Art workshops

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.	97%	97%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% 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%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).		88%	90%

\*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%.

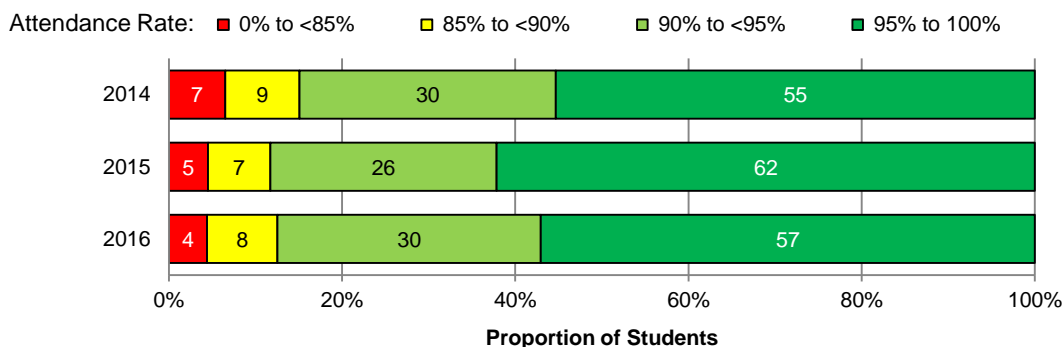
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	95%	93%	94%	95%	95%	94%	96%					
2015	95%	95%	95%	96%	94%	97%	96%						
2016	95%	95%	93%	96%	94%	93%	95%						

\*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.

Electronic Roll marking is used twice daily by classroom teachers. Absences are phoned in by parents and emailed out to teachers for their information and records daily. Students who show increases in absence, pattern of absences or extended absence are identified by class teachers and Administration is contacted for follow up.

New sletter articles and reminders on assembly are provided to encourage school attendance. Posters are placed in all classrooms and in the office – “What sort of Start is My Child Getting” and “Is Your Child Getting the Best Chance at School” to encourage daily, on-time attendance at school.

100% attendance letters are posted to parents at the end of each semester.

## 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/>.

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