Maryborough Central State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Maryborough Central State School has a strong commitment to quality schooling. It is noted for its association with public education in Maryborough since 1862. In 2016, Central teachers embraced the challenge of enacting a pedagogical framework based on the Art and Science of Teaching (ASOT). Whole school and classroom routines to establish procedures designed to 'buy back quality teaching time' were successfully developed and implemented. The implementation of the School Wide Positive Behaviour Support (Positive Behaviour for Learning) framework further enhanced 'a culture that promotes learning'. Together, these initiatives have had a powerful, positive impact on the learning climate at Central.

The continuation of our Literacy Coach continued to improve the consistency of whole school procedures to teach reading. Data indicates that school reading outcomes are on an upward trajectory, as a result. The underlying objective of all of our activities is to improve student learning outcomes. In order to achieve this aim, we continue to strategically build the capacity of teachers, aides and parents to teach and support students at all ability levels. Our focus continues to be that students need extensive development in the areas of oral language, vocabulary and reading skills; and resilience.

Maryborough Central SS works closely with other schools and community groups to advance important initiatives, to support staff development and to provide enhanced learning experiences for students. Activities in which students participate all create rich opportunities for them to develop into active, productive community members.

Our school community (parents, students and staff) is generally happy with the quality of teaching, staff expectations of students, the way we address diversity and that this is a good school. Our beliefs are strongly about educating the whole child, improving student learning outcomes so that they are comparable to all Australian students, and continuing to develop Maryborough Central SS as a safe, happy and productive place to work and play.

Principal's Foreword

Introduction

2016 was a year where significant progress was made towards our goal of embedding consistent and aligned reading comprehension strategies across the school. Our explicit improvement agenda remained the teaching of reading. Investing for Success funding was utilised to provide support to teachers to enhance their capacity; and to support students who needed it. Data indicated that these strategies were successful. The school's behaviour and school opinion data were analysed throughout the year, and provided a focus for planning.

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School Progress towards its goals in 2016

Successful Learners

* Analyse Student Data	implement and engage in regular reading and numeracy data discussions	*completed*
	further develop teacher expertise in data analysis	*completed*
*Improve Student Attendance	analyse trends and implement strategies to increase student attendance to 92.2%	*ongoing*
	communicate and promote student attendance rates in wider community	*completed*
*Investing for Success Funds	employ full time Literacy Coach	*completed*
	employ teacher aides to support Balanced Literacy Program	*completed*
	employ relief teachers to allow for regular collaborative planning	*completed*
	employ additional Learning Support teacher time	*completed*
	employ additional Guidance Officer time	*completed*
	provide professional development targeted at building staff capacity	*completed*
*Priority Learning Areas	working face to face with all students	*completed*
	supporting Prep students and those with disabilities	*completed*
*Cater for Student Needs	implement strategies to cater for students' academic, social and emotional needs	*ongoing*
*Upper 2 Bands Priority	implement strategies to maximise the number of students in U2B	*ongoing*
	embed differentiation strategies across all year levels for all students	*ongoing*
*NAPLAN Strategy	thorough analysis of NAPLAN data - 2014/2015 in preparation for 2016 NAPLAN	*completed*
	NAPLAN action strategy with focus on improving Reading, Numeracy and U2B	*completed*

Great People- Teaching Quality

*ACARA Priorities:	embed C2C English, Mathematics, Science, History and Geography	*completed*
	familiarize staff with new C2C curriculum areas	*ongoing*
	continue to align and embed Australian Curriculum in all settings	*ongoing*
	introduce Digital Technologies curriculum	*completed*
*Literacy Priorities	implement phonological and phonemic awareness programs and activities	*completed*
	continue to embed a balanced reading program with the assistance of a Literacy Coach	*completed*
	embed a shared understanding and pedagogical practice of the 5 reading procedures	*completed*
	embed Sheena Cameron Comprehension Strategies into reading procedures	*completed*
	build teachers' capacity to address the 5 aspects of reading	*completed*
	build teacher capacity through an Instructional Leadership model utilising observation and feedback	*done*
*Develop and embed a balanced writing program		*not completed*
*Numeracy Priority	embed Numeracy Rich routines	*completed*
	develop best practice pedagogy to enhance teacher capacity in Maths	*ongoing*
	practise and deepen knowledge and application of number fact	*ongoing*
*Pedagogical Framework	continue to develop a Curriculum Framework based on ASOT	*ongoing*
	implement DQ6	*ongoing*
	continue to engage with and develop SWPBS (PBL) strategies	*completed*
*Moderation	develop opportunities for intra- and inter- school, and cluster moderation	*completed*
	triangulate school A-E data with relevant data sets	*completed*
* BPN Priority	foster participation of whole of leadership team in PD relating to improvement priorities	*completed*
* Developing Performance Framework		
* Success Team	employ a full time Literacy Coach	*completed*
	consolidate Instructional Leadership routines	*completed*
	continue sharp and narrow focus on the explicit improvement agenda –reading	*completed*

Great People- Principal Leadership and Performance

*Learning Communities	principal performance development plan in place	*completed*
	lead and model learning	*completed*
	develop procedures enabling teachers to discuss and analyse effective teaching and learning	✓
	enable effective coaching and observation processes	*completed*
	develop capacity of future and aspiring leaders	*completed*

High Standards

*Explicit Improvement Agenda	analyse whole school data trends	*completed*
	articulate and enact whole school improvement agenda	*completed*
* Curriculum teaching and Learning/School Improvement Unit/Discipline Audit	implement recommendations	*ongoing*
*Internal Audit	implement strategies to fulfil requirements	*completed*
*Opinion Survey Priorities	analyse and respond to opinion survey data	*completed*

Engaged Partners

* Alignment and Consistency	continue to develop opportunities to work with other schools and regional office support staff	✓
*Flying Start Initiative	continue to work with Secondary schools to ensure the Junior Secondary initiative succeeds	✓
*Supporting Successful Transitions: Early Start	analyse current practices to collaboratively improve transition strategies	✓
	identify Early Start as a data collection resource	*completed*
*Parent and Community Engagement Strategy	promote parent participation and build parent capacity	*completed*
	use multiple communication strategies	*completed*
	actively seek and develop community partnerships	*completed*

Future Outlook

Explicit improvement agenda	Reading comprehension STRIVE vocabulary Writing strategies Data analysis	Literacy coach	Sem1 I4S funds
Pedagogical framework ASOT	Continue to develop and support C2C curriculum implementation	Principal/Deputy Principal	Sem 1/2 HOC
ACARA priorities	Enhance teacher understanding of Digital Technology	Funding to release teachers for collaborative planning days	Sem 1/2
Positive Behaviour for Learning	*Reboot* emotional regulation program Behaviour data analysis	Principal/TLCs training and resources	I4S funds
Success for all students	Teacher aide support Identification and support for students with particular learning needs	Provision of teacher aide time for each class in reading comprehension and intervention programs Provision of additional Guidance Officer and STLaN time	I4S and school funds
Improve student attendance	95% attendance target	Principal/Deputy Principal Implement proactive and reactive strategies	School funds

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	363	196	167	56	84%
2015*	323	168	155	59	87%
2016	324	154	170	71	89%

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).

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Characteristics of the Student Body

Overview
Approximately 25% of our student population identifies as indigenous; and approximately 15% of students have diagnosed disabilities. Student transience is a characteristic of the Maryborough area, including Maryborough Central SS. The school is located in a low socio-economic community, with a significant unemployment rate. A high proportion of students live in one parent and step parent families.

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	25	23	21
Year 4 – Year 7	27	17	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

Celebration of Learning, and of Attendance Awards on assembly each Monday.
Special Education Program that supports students with disabilities to access classroom programs and school activities.
Class cluster groupings, supported by teacher aides, to cater for students with particular learning needs.
LOTE, German, program for years 5 and 6 students.
Digital Technologies program coordinated by our DigiTech teacher librarian.
Recognition of positive behaviours in the playground with our Smilie Ticket program.

Reflection Room to enhance students' abilities to become responsible, independent, lifelong learners.
A range of effective anti-bullying programs, including the Bystander Program, Cybersafety, and our annual Bullying Audit, which addresses issues and tracks student progress from year to year.
Instrumental Music programs from years 3 to 6 which include students in our Strings and Concert Bands.
Transition and welcome to Prep activities for families.
Transition to High School programs which enable students to experience a confident, successful start to their Secondary schooling.

Co- curricular activities

Curriculum related excursions to broaden and extend student learning experiences.
Year 6 Leadership Camp.
School Choir, which performs at school and community functions. Music Showcase evening.
NAIDOC Week activities and Reconciliation Ceremony with cluster schools.
Teams compete in the Maryborough Technology Challenge annually in the Smiley pushcarts race.
Research Awards competition where students are invited to extend themselves and present their learning from in depth research into any topic of their own interest.
Maryborough Schools Zone Sports competition for years 5 and 6 during terms 1 and 3.   .
Sports Development Officers run coaching programs in AFL, rugby league, hockey and soccer.

How Information and Communication Technologies are used to improve learning

Each classroom equipped with an interactive whiteboard to support teachers' access to C2C resources and to enhance student engagement.
Computer laboratory for skill development, including use of targeted software and internet sites.
Computer pods in classrooms to enhance the integration of computers into everyday curriculum tasks.
Identification and purchase of up to date software resources across key learning areas.
Use of Sharepoint by staff to enhance knowledge and communication about ICT resources.
Sets of ipads shared by year level teams for group work to enhance learning outcomes.

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Social Climate

Central is seen as being very supportive of its diverse population. Reports from visitors to the school and from parents enrolling students at the school indicate that this school has a good reputation, particularly as a friendly school, in the wider community. Temporary and relief teachers report that they feel well supported and warmly welcomed by the staff team.

This school is also acknowledged for the quality of programs provided for students with disabilities. On several occasions, students have been brought to this school because of the effectiveness of the Special Education Program and the whole staff commitment to inclusion and to meeting the needs of these students.

An audit of students from years 3 to 6 is taken to identify students who are perceived by their peers to exhibit 'bullying' or 'victim' type behaviours. Interviews are then conducted with parents and students to discuss the implications of this data and possible solutions. The Deputy Principal then monitors the progress of these students closely.

The Positive Behaviour for Learning Committee drives decisions about whole school strategies to improve student behaviour based on school data. The Student Support and Behaviour Support Committees meet every fortnight to discuss and prioritise the support needs of students at risk of disengagement, whose learning is also at risk, identified by class teachers. This year, the Reboot program has been introduced with the ultimate goal of teaching students emotional self-regulation.The Principal and Deputy actively manage those students with challenging behaviours by mentoring, acting as role models, identifying goals for improvement and negotiating and monitoring Individual Management Plans. Services such as Guidance Counselling, Speech Language Pathology, Behaviour and Learning Support are coordinated by the Student Support Committee. Our local Adopt-A-Cop is also on call to help educate students in any area related to responsible community membership.

The School Tuckshop Convenor, employed by P&C, works hard to provide a variety of healthy, cost effective food for our students. The Tuckshop opens early to cater for breakfast and also caters for many events at school. Second hand uniforms sold at the Tuckshop are always in demand.

All staff members work diligently to ensure that our buildings, grounds and equipment are maintained in a safe and attractive condition. Our cleaners and Facilities Officer are valuable contributors to the positive social climate that exists at Central, through their untiring commitment to quality work each day. Crossing Supervisors operate on 3 streets around the perimeter of the school, to maintain safe entry and exit to the grounds.

Our school is fortunate in being supported by a number of external agencies. Maryborough Wesleyan coordinates trained Kids Mentors for students with social/emotional needs. Pastoral support is provided by our School Chaplain, funded for 2 days per week by the National School Chaplaincy Program. The Principal is a member of the local Community and School Engagement (CASE) group, which prioritises strategies to support indigenous families. She is also a member of the local Safety Network group, coordinated by the Fraser Coast Council, which meets quarterly to discuss, and to devise strategies to address safety issues in the 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%	86%	94%
this is a good school (S2035)	88%	76%	81%
their child likes being at this school* (S2001)	100%	78%	88%
their child feels safe at this school* (S2002)	94%	78%	82%
their child's learning needs are being met at this school* (S2003)	94%	68%	88%
their child is making good progress at this school* (S2004)	94%	83%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	86%	88%
teachers at this school motivate their child to learn* (S2007)	88%	82%	88%
teachers at this school treat students fairly* (S2008)	76%	73%	76%
they can talk to their child's teachers about their concerns* (S2009)	94%	86%	88%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	88%	77%	88%
this school takes parents' opinions seriously* (S2011)	76%	55%	81%
student behaviour is well managed at this school* (S2012)	65%	50%	65%
this school looks for ways to improve* (S2013)	81%	90%	88%
this school is well maintained* (S2014)	71%	86%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	97%	89%
they like being at their school* (S2036)	92%	98%	81%
they feel safe at their school* (S2037)	84%	91%	91%
their teachers motivate them to learn* (S2038)	95%	98%	89%
their teachers expect them to do their best* (S2039)	97%	99%	95%
their teachers provide them with useful feedback about their school work* (S2040)	92%	96%	92%
teachers treat students fairly at their school* (S2041)	94%	97%	87%
they can talk to their teachers about their concerns* (S2042)	88%	94%	86%
their school takes students' opinions seriously* (S2043)	81%	86%	77%
student behaviour is well managed at their school* (S2044)	77%	82%	77%
their school looks for ways to improve* (S2045)	97%	97%	96%
their school is well maintained* (S2046)	92%	95%	88%
their school gives them opportunities to do interesting things* (S2047)	86%	93%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	95%	95%
they feel that their school is a safe place in which to work (S2070)	98%	93%	93%
they receive useful feedback about their work at their school (S2071)	91%	98%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	96%	96%
students are encouraged to do their best at their school (S2072)	96%	100%	91%
students are treated fairly at their school (S2073)	84%	88%	84%
student behaviour is well managed at their school (S2074)	82%	85%	74%
staff are well supported at their school (S2075)	89%	85%	77%
their school takes staff opinions seriously (S2076)	91%	90%	83%
their school looks for ways to improve (S2077)	100%	95%	86%
their school is well maintained (S2078)	93%	100%	86%
their school gives them opportunities to do interesting things (S2079)	96%	95%	88%

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Parent and community engagement

Strong parent-school partnerships are a focus at Maryborough Central. Teachers strive to develop positive and productive working relationships through informal and formal means. Formal interviews include Semesters 1 and 2 reporting interviews, Individual Curriculum Plan, Individual Behaviour Plan and Education Support Plan meetings. Parents and teachers are encouraged to keep in touch, building open, honest and timely communication between home and school. Some classes use Keep In Touch books as an effective method of communication about student progress and class activities.

Parent attendance and participation at events such as Athletics Carnivals, ANZAC Ceremony, Research Awards and Music Showcase evening, Central Fair, class learning celebration activities and weekly parades is always strong. The P&C Committee is very active.

Volunteers are drawn from the parent body and the wider community. They provide invaluable support in the Tuckshop, mentoring students, library and Home Reading programs, as well as in individual classrooms. Volunteers support our Prep classes particularly well. Our volunteers are recognised formally each year at a special morning tea, and informally through personal expressions of appreciation by students, parents and staff.

Fortnightly newsletters are sent home with the youngest child in the family. Our school sign displays messages about celebrations and upcoming events. Our school website is managed by class teachers and our resource Centre teacher. It's a useful and engaging source of information for parents about our school.

The annual School Opinion Survey is a key tool for gaining data about and input into school operations. School information and results on NAPLAN tests are reported on the MySchool website which parents are welcome to access.

Respectful relationships programs

The Positive Behavior for Learning team has developed and implemented lesson plans, implemented across year levels, based on our school rules of Safety, Effort, Respect and Self-responsibility that focus on appropriate, respectful and healthy relationships. Teachers and staff members in all subject areas explicitly teach about and model mutually respectful 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	65	72	102
Long Suspensions – 6 to 20 days	0	0	2
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.
** Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Central State School is committed to reducing its environmental footprint. Rainwater is collected in a number of tanks to service cisterns in the Hall and the Junior toilets. Water efficient dripper systems have been installed around garden beds and grass areas are not watered, other than by natural rainfall. Security taps have been installed on all exterior taps, to prevent unauthorised usage of school water.

Paper and cardboard are re-used and recycled whenever possible. The school also collects empty toner cartridges for recycling.

Electrical devices, including fans, air-conditioners, lights and computers are used responsibly and switched off when not in use. Reverse cycle split system inverter air-conditioners have been installed to save power. Solar power panels, to contribute to the power grid, have been installed.

Environmental education forms an important part of the school's curriculum from Prep to Year 6. Students, staff and parents are encouraged to consider the environment in all activities.

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	108,469	2,280
2014-2015	125,620	885
2015-2016	130,969	9,755

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

School name	GO
Suburb, town or postcode
Sector:
☑ Government
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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	27	22	<5
Full-time Equivalents	24	13	<5

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Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	26
Diploma	0
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 $34 767, plus $80 000 for Coach wages.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

~ Professional development in the implementation of C2C
~ whole day planning sessions twice per term in class time, to plan and implement school curriculum based on C2C Units
~ Reading assessment strategies- teachers and aides trained in PROBE and PM benchmark testing for relevant year levels
~ Staff trained in implementing *Sheena Cameron: Strategies for Success* comprehension strategies
~ Teachers trained and supported to implement a balanced reading program including Pearson's Gradual Release Model
~ Teachers supported to work in teams, analysing PAT, NAPLAN and reading data
~ school team trained in the implementation of the Art and Science of teaching (ASoT) and PBL

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%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 79% of staff was retained by the school for the entire 2016.

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Performance of Our Students

Key Student Outcomes

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).	91%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	89%	83%

*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	92%	92%	92%	91%	93%	91%	88%	90%					
2015	89%	91%	92%	89%	93%	89%	90%						
2016	92%	89%	91%	90%	88%	85%	88%						

*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:
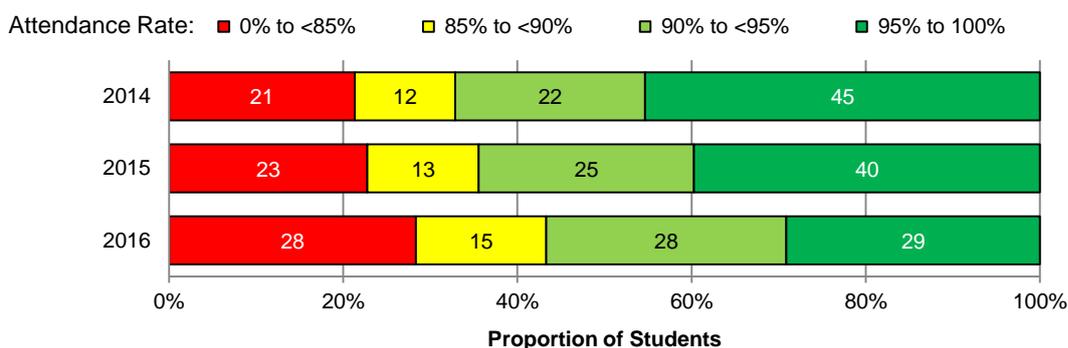
Description of how non-attendance is managed by the school

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.

School rolls are marked electronically in the morning and afternoon, daily. Explanations about absences are entered at the same time. In 2016, the school adopted a system of parent notification of students' unexplained absences by SMS. Each morning, after rolls have been electronically marked and checked by office staff, an SMS message is sent to parents notifying

them of their child's absence from school. Parents' explanations about absences are entered on the system as they are received.

Students who are absent from school without explanation for more than 3 consecutive days, are contacted by phone to check whether the school can help return the child to school. In cases where students are continually absent for varying amounts of time, the Principal makes contact to encourage parents to send children to school every day. If there is no response to these calls, a letter is sent home, and the formal Process for Persistent Truancy or Absenteeism for Children of Compulsory School Age is implemented.

In 2016, Central set a whole school attendance goal of 95%. The Deputy Principal collated weekly class attendance data and displayed it at Assembly and on the Admin noticeboard. Classes with 95% or greater weekly attendance rates were rewarded with an icy pole for each student.

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.**

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.