



Berrinba East State School

ANNUAL REPORT 2016

Queensland State School Reporting

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School Overview

Established in 1977, Berrinba East State School is situated in the culturally diverse community of Logan City. With a strong focus on developing the capacity of staff to create a culture of high expectations, Berrinba East State School has an unrelenting focus on changing the perception that 'postcode determines destiny'.

Driven by an energetic and youthful staff, Berrinba East State School is renowned within the local community, region and state for engaging in innovative practice to enable students to maximise their potential. The school's focus in developing a strong foundation in the early years of schooling is evident in the PrepSTART program. Supported by speech therapists, the PrepSTART program develops the oral language skills of students and has been a recipient of numerous accolades through Education Queensland's Showcase Awards.

With a strong focus on Reading, the school is also a leader in the development of Professional Learning Teams. By developing a structure that empowers teachers to collaborate, interrogate student data and to devise targeted and specific learning goals for students, the school has produced its best ever NAPLAN results in reading over the past two years.

Positive Behaviour for Learning underpins the approach to proactive and responsive behaviour management within the school. Driven by the three school rules – Be Learner, Be Respectful, Be Safe, staff strive to teach and reinforce positive behaviour through frequent acknowledgement, praise and rewards. Student behaviour is approached at a universal (Tier 1), moderate support (Tier 2) and intensive support (Tier 3) with consistent strategies and approaches applied at each level. Staff are supported in implementing Positive Behaviour for Learning by the deployment of a fulltime Behaviour Advisory Teacher, Behaviour Teacher Aide and a Positive Behaviour for Learning Committee representative of a range of teachers, teacher aides and parents.

Berrinba East State School embraces its diversity and has a range of staff and programs that promote inclusion, empathy and understanding. The school's Special Education Program provides individual support and environmental adjustments to support students with a wide range of disabilities and needs. The school also employs a full time Guidance Officer, an Indigenous Education Worker, two Speech Therapists and a full time Behaviour Advisory Teacher to support a range of students.

As a site of an ancient Aboriginal Bora Ring dating back many thousands of years, Berrinba East State School embraces its link to Indigenous culture. This is evident through the representation of a Bora Ring within our school logo as well as the school's relationship with local Indigenous elders and community.

With a focus of developing an expert staff who have an unrelenting focus on academic excellence as well as a commitment to creating a culture of high expectations within a supportive school environment, Berrinba East State School is empowering students to defy stereotypes and to maximise their potential.

Principal's Forward

Introduction

2016 presented a range of challenges for the staff, students and the community of Berrinba East State School. These challenges include maintaining the trajectory of success experienced in 2015 as well as the staffing challenges presented through transfer, promotion and a heavy population of beginning teachers. Buoyed by the permanent appointment of the Principal and Deputy Principal in 2016 and building upon the enthusiasm of beginning teachers, the staff embraced the school's belief of student performance being driven by staff expertise. While 2016 fell slightly short of the benchmark set in 2015, there was significant growth and improvement in a range of areas that will set the platform for future growth.

School Progress towards its goals in 2016

In 2016 the School Improvement Agenda outlined three areas of focus, these being – Reading, Pedagogy and Culture. Within each of these areas a range of strategies were identified. Below is an outline of the school's progress in these areas –

READING

Professional Learning Teams – 2016 was the second year of whole school implementation of Professional Learning Teams with a focus on facilitating Teacher collaboration, data interrogation, student goal setting and resource sharing. The 'New Learning' component of the Professional Learning Team structure provided targeted Professional Development in areas such as creating rigorous comprehension questions, decoding strategies, developmental stages of reading and reading behaviours. Using this structure to further develop teacher capacity resulted in the school achieving strong reading results including –

- 16.9% of students in the Upper Two Bands of Year 3 NAPLAN Reading (the second best result in the school's history)
- 10.6% of students in the Upper Two Bands of Year 5 NAPLAN Reading (the best result in the school's history)
- A end of year PM reading average of 6.8 in Prep (the best result in the school's history)
- A end of year PM reading average of 14.6 in Year 1 (the best result in the school's history)

PEDAGOGY

Explicit Instruction – Explicit Instruction, based on the work of Anita Archer and Charles Hughes, was implemented throughout the duration of 2016. With a developmental sequence of – Organising for Instruction, Lesson Design and Lesson Delivery in mind, a methodical and deliberate roll out strategy was engaged by where staff development was only progressed once teacher capacity was determined as being at the acceptable level. This was achieved through a series of lesson observations that set the expectations for staff, provided feedback for staff and informed the next sequence of professional development. Throughout the course of 2016, there was an observable alignment of practice and language across the school. Evidence of this is represented in the following data –

- School Improvement Unit feedback identified that there was now a common language amongst staff for the pedagogical delivery of their lessons. Staff were now able to articulate key pedagogical strategies that they use daily and the structure of Explicit Instruction was embedded in lesson design.
- 8 teachers, including 4 beginning teachers, demonstrated exemplary models of Explicit Instruction in their classrooms that were shared at whole school PD.
- Observational data identified targets were met for the development of knowledge and practical application of skills learnt through the PD. The shift of Explicit Instruction is also demonstrated at the student level. Students are now articulating the language of Explicit Instruction in their classrooms and can identify the expected behaviours for individual components of an EI lesson.

Measure	Target	Outcome
Classroom & specialist teachers implementing Explicit Instruction in all lessons	100%	100%
High level of skill observed in Organising for Instruction, Designing for Instruction and/or Delivery of Instruction by the end of the year	80%	83%

Measure	Target	Term 1	Term 2	Term 3	Term 4
Classroom & specialist teachers implementing Explicit Instruction in all lessons	80%		100%	100%	100%
High levels of skill demonstration in Explicit Instruction by the end of the year	80%		38%	72%	83%

CULTURE

High Expectations – In 2016 all staff engaged in work by where they were required to explore and unpack their own moral purpose (their 'why') as well as their hopes and visions for the students that they interact with. This work informed two powerful statements shared with the school community, these being the 'Why we Teach' statement and the 'Future Berrinba Student' statement. These statements were highly visible within the school and were often referenced in conversations with staff, students and the wider community. This resulted in the use of the hashtag of #knowyourwhy being commonly used among staff and across the school's social media platforms.

Positive Behaviour for Learning – The school continued in progress with Positive Behaviour for Learning (PBL) with the PBL Team representative of teachers, teacher aides and parents being the driving force behind the consistent approach across the school. While an external reviewed there was a satisfactory level of consistency of approach achieved across the school, an increase in School Disciplinary Absences and Major Office Referrals indicate that a review of process is required in 2017.

Attendance – A range of strategies were engaged in 2016 in an attempt to improve student attendance, these included –

- A data cleanse and a review of roll marking procedure to ensure data collected was accurate.
- Rewarding students with exemplary attendance e.g. 100% attendance badges
- Engaging 'wrap around' support and triage to external agencies for students with chronic absenteeism.
- Goal setting for classes and students to obtain a high level of attendance. Through this, this #youvegots5 hashtag and strategy was created (in the students have only got 5 days of absence a Semester if the wish to reach a 95% attendance).

School attendance in 2016 was 88.6% (down from 89.1% in 2015) indicating a review of process was required in preparation for 2017.

Future Outlook

In 2017 Berrinba East State School will look to consolidate the work of 2016 as well as be responsive to the data and feedback gathered throughout the year. With a focus on developing Reading, Connections and Culture, staff at Berrinba East State School will engage the following strategies and initiatives –

READING

Develop staff capacity to develop and analyse rigorous comprehension questions – The Curriculum Leadership team will work in collaboration with Regional Office staff to develop staff understanding of reading comprehension and develop their capacity to teach and assessment higher level comprehension.

Develop staff capacity to implement a balanced literacy block – Through the co-ordination of resources, collaborative planning with the Curriculum leadership team and providing models and exemplars of best practice staff capacity to deliver a balanced literacy block and make connections between core concepts.

Strengthen and realign Professional Learning Teams – Facilitating a shift from a 'results' to an 'impact' focus by providing time, space and structure to allow teachers to reflect upon and compare practice

CONNECTION

Explicit Instruction – Continue to develop staff capacity to deliver curriculum in a way that is explicit, scaffolded and engaging through a Professional Development roll out model of – PRESENT – IMPLEMENT – OBSERVE – PLAN.

Data Literacy and Differentiation – A Pedagogy Coach will be employed to develop staff capacity to collect and analyse a range of student performance data and use it to inform targeted instruction for all students.

Catering for Individualised Needs – Continue to develop staff capacity and understanding to respond to the specific needs of our student population. This includes areas such as Trauma Informed Practice, Boys in Education and Indigenous Education.

Attendance – Engaging in a wide range of strategies to address chronic absenteeism, reward regular attendance and support students in goal setting around attendance. Additionally, engaging in campaigns such as #dontmissout to highlight motivating and engaging school activities on a regular basis.

CULTURE

Staff Performance Framework – Understanding that high performance is not only driven by a range of skills such as pedagogy and curriculum knowledge but also areas such as wellbeing, social skills and performance psychology and using this understanding to provide holistic support and professional development for staff.

Challenging Community Stereotypes – Accessing a range of forums to promote high expectations and excellence of students and staff. This includes the use of social media, attendance at a range of events and strengthening partnerships with a range of community organisations.

Strengthen School Leadership – Enacting a development plan with the pillars of strategy, capability, teamwork and culture for all current and aspiring leaders within the school

Positive Behaviour for Learning – A review of the Berrinba East State School Responsible Behaviour Plan for Students in addition to a renewed focus and effort of increasing acknowledgement rates for positive behaviour will be the focus in 2017. Additionally, the school will look to strengthen its systems and processes to respond to students demonstrating moderate (Tier 2) and intensive (Tier 3) behaviours.

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	468	242	226	53	90%
2015*	432	220	212	47	90%
2016	448	226	222	50	87%

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

Berrinba East State School embraces its cultural diversity and embraces it as a way of teaching tolerance, empathy and understanding. The school has up to 40% of students who identify as coming from a New Zealander or Pacific Islander background, 11% of students identify as either Aboriginal and/or Torres Strait Islander as well as a number of students with origins in South East Asia, Africa, Papua New Guinea and the Middle East. An internal survey in 2016 identified that 138 students (and their parents) identified that a language other than English is spoken in the home and in most cases, English was the second language. With an ICSEA rating of 901, Berrinba East State School is faced with the challenges associated with a low Socio-economic community. These challenges include poverty, childhood trauma and transience.

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	24	24	22
Year 4 – Year 7	25	25	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

- **Explicit Instruction** – An evidence based pedagogical approach that is systematic, direct, engaging and success orientated. The principles of Explicit Instruction are –
 - o Optimise engaged time on task
 - o Promote high levels of success
 - o Increase content coverage

- Have students spend more time in instructional groups
 - Scaffold instruction
 - Address different forms of knowledge
- **PrepSTART** – An oral language development program for student in the Early Years. This program was a State Finalist in the Education Queensland Showcase Awards in 2015.
 - **Professional Learning Teams** – Based on the Educational Research of Richard and Rebecca DuFour, teacher collaborative plan assesses and analyse data for the purposes of student improvement.
 - **Positive Behaviour for Learning** – A whole school approach to behaviour management with a strong focus on acknowledging and rewarding positive student behaviour.
 - **Guided Reading** – A consistent and heavily resources approach to targeted instruction in Reading. This is support by the school's Reading Growth Points (Reading Behaviours) developmental sequence.

Co-curricular Activities

- Instrumental Music
- School Choirs
- Inter-school sport
- Access to the Queensland School Sport representative pathway
- School Chaplaincy programs and events
- Class and year level excursions
- Woodridge Cluster Maths Challenge
- Outdoor Education

How Information and Communication Technologies are used to Assist Learning

Every classroom block is equipped with a bank of laptops to support student learning. These laptops have been used to access educational computer programs as well as video clips/pre-learning in a 'flipped classroom' approach. The school is fully connected through cabling and wi-fi and every classroom is equipped with an interactive whiteboard.

Social Climate

Overview

Berrinba East State School embraces the philosophy of Positive Behaviour for Learning as key strategy for the management of student behaviour. A focus on universal strategies (Tier 1) as well as responses, systems and processes for moderate (Tier 2) and intensive (Tier 3) behaviour ensures a consistent and tailored response is provided.

Challenged by the limited number of participants in the School Opinion Survey process (e.g. there were only 14 respondents to the Parent Opinion Survey), multiple sources of information were relied upon to determine social climate within the school. Other information sources included weekly staff 'pulse checks', parent forums and internal surveying. This data combined with the School Opinion Survey data indicates that a review of Behaviour Management processes as well as strategies to engage parents and the wider community are required for 2017.

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%	100%	48%
this is a good school (S2035)	100%	82%	43%
their child likes being at this school* (S2001)	94%	100%	50%
their child feels safe at this school* (S2002)	100%	91%	50%
their child's learning needs are being met at this school* (S2003)	94%	91%	41%
their child is making good progress at this school* (S2004)	89%	91%	41%
teachers at this school expect their child to do his or her best* (S2005)	89%	100%	64%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	73%	52%
teachers at this school motivate their child to learn* (S2007)	94%	91%	41%
teachers at this school treat students fairly* (S2008)	88%	45%	43%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	89%	91%	59%
this school works with them to support their child's learning* (S2010)	94%	82%	45%
this school takes parents' opinions seriously* (S2011)	88%	45%	43%
student behaviour is well managed at this school* (S2012)	89%	36%	32%
this school looks for ways to improve* (S2013)	94%	91%	48%
this school is well maintained* (S2014)	88%	73%	82%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	96%	92%
they like being at their school* (S2036)	95%	95%	96%
they feel safe at their school* (S2037)	90%	88%	89%
their teachers motivate them to learn* (S2038)	95%	100%	100%
their teachers expect them to do their best* (S2039)	95%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	87%	96%
teachers treat students fairly at their school* (S2041)	91%	78%	96%
they can talk to their teachers about their concerns* (S2042)	88%	78%	89%
their school takes students' opinions seriously* (S2043)	88%	88%	91%
student behaviour is well managed at their school* (S2044)	80%	82%	70%
their school looks for ways to improve* (S2045)	95%	95%	93%
their school is well maintained* (S2046)	70%	93%	94%
their school gives them opportunities to do interesting things* (S2047)	96%	88%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	90%	92%	84%
they feel that their school is a safe place in which to work (S2070)	93%	100%	77%
they receive useful feedback about their work at their school (S2071)	85%	85%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	84%	90%
students are encouraged to do their best at their school (S2072)	98%	97%	95%
students are treated fairly at their school (S2073)	95%	92%	84%
student behaviour is well managed at their school (S2074)	90%	92%	57%
staff are well supported at their school (S2075)	83%	92%	71%
their school takes staff opinions seriously (S2076)	83%	89%	69%
their school looks for ways to improve (S2077)	95%	100%	86%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	85%	97%	98%
their school gives them opportunities to do interesting things (S2079)	90%	87%	81%

* 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

2016 saw significant strengthening in relationships between the school and external agencies that support students and families. Partnerships with organisations such as Deadly Choices, SPOT for Kids, St Vincent de Paul, the Benevolent Society, ATSI Health Services, Woodridge neighborhood group and Child Youth Mental Health have resulted in improved access to services for our students and families.

Berrinba East State School values parent involvement in student learning and facilitates a range of events and opportunities to promote this. Events such as our Multicultural Fair, Harmony Day celebrations, Under 8 Day, Academic Awards Ceremony and regular parades provide parents with multiple opportunities to engage with the school. Additionally, an increase presence on social media platforms such as Facebook and Twitter has enabled parents to share in the celebration and achievements of our students on a daily basis.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. In addition to the Health units taught across all year levels, students engage in a range of universal and targeted workshops facilitated by organisations such as Bravehearts, the Daniel Morcombe Foundation, the Madeline and Alannah Foundation, YFS Logan and Skattle.

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	124	69	100
Long Suspensions – 6 to 20 days	0	3	8
Exclusions	0	1	1
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

Berrinba East State School is committed to reducing its environmental footprint each year. Students are explicitly taught and modelled a range of strategies to achieve this.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	187,066	483
2014-2015	170,824	577
2015-2016	164,615	1,223

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

School Funding

School income broken down by funding source

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

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

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	38	25	<5
Full-time Equivalents	33	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	1
Bachelor degree	27
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 \$50091.00

The major professional development initiatives are as follows:

- Explicit Instruction
- Positive Behaviour for Learning
- Trauma Informed Practice
- The Principles of Performance Psychology
- Code of Conduct Training
- Asbestos and Fire Training
- Student Protection Training
- Professional Learning Teams
- The Teaching of Reading – Comprehension and decoding
- Differentiation and catering for diverse needs

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 80% 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).	90%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	84%	84%

*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%.

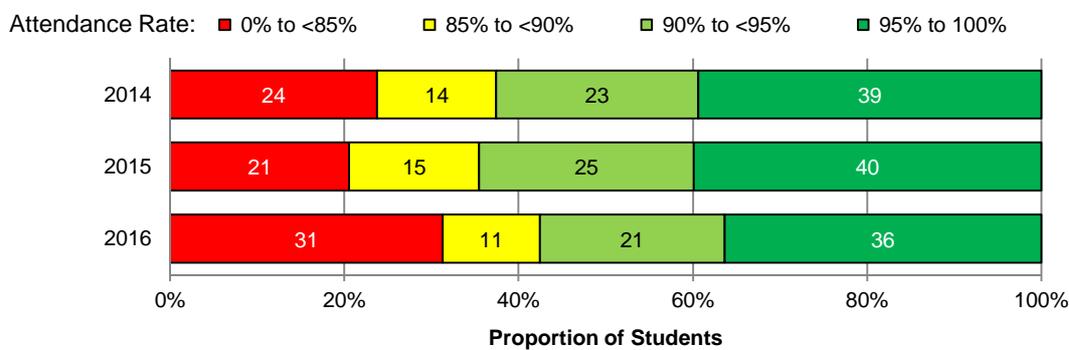
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	89%	87%	92%	89%	91%	92%	93%					
2015	89%	89%	91%	92%	92%	89%	90%						
2016	89%	88%	89%	89%	89%	90%	89%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

Non-attendance at Berrinba East State School is managed through the following processes –

- Regular Attendance meetings with key staff such as Principal, Deputy Principal, HOSES, Guidance Officer and Behaviour Teacher. Case management and strategies are determined at this meeting for students with chronic absenteeism.
- The SOBS system is utilized and a text message is sent to parents of students with an unexplained absence the day that they are away.
- School issue attendance letters and meeting requests for parents of students demonstrating a pattern of absence.
- Departmental attendance letters and meetings for parents of students with ongoing attendance concerns.

In addition, a range of strategies are used to reward and encourage strong attendance, these include –

- 100% badges awarded on parade each Term.
- Whole class acknowledgement and reward schemes.
- Individual and class goal setting to achieve an attendance rate of higher than 95%
- Social media campaigns #youvegot5 and #dontmissout highlighting engaging activities and opportunities at school.

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**.

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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.

