# Oakey 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

# Contact Information

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# School Overview

At Oakey State School we offer students a supportive and future oriented learning environment – sustained by quality teachers, experienced staff and modern, well-resourced facilities; allowing our students to reach their academic potential. The families at Oakey State School are drawn from a broad mix of rural and non-rural backgrounds. Our diverse student body includes a mixture of indigenous and non-indigenous students as well as several students from Brazil and South Africa whose parents are employed in the local meatworks. The staff and community of this school have the desire to see our students achieve through strong personal development, where children are encouraged to be responsible, caring and productive citizens. A Special Education Program (SEP) offers an alternate learning program for children from within our school, and others throughout the Oakey Cluster.

# Principal's Foreword

## Introduction

The Oakey State School Annual Report is a report on outcomes achieved in 2016 and a reflection on the journey we are taking. The report details the school's journey and its progression towards its shared vision.

It was a year where Reading, Spelling, Number and Positive Behaviours were the focus and we worked together as one, to improve the learning outcomes of all our students.

We continued with a heavy focus on curriculum and pedagogy to align the school with the Australian Curriculum. The school is continuing its journey to develop a curriculum that meets the needs of our clients.

The School Annual Report contains:

School Progress towards goals in 2016

Future Outlook

School Profile

Curriculum Offerings

School Climate

Parent, student and teacher satisfaction with the school

Involving parents in their child's education

Staff composition, including Indigenous Staff

Qualifications of Teachers

Expenditure on and participation in Professional Development

Average staff attendance

Proportion of staff retained from the previous year

Key student outcomes (student attendance, student attendance for each year level, Description of how non-attendance is managed by school)

Achievement – Years 3 and 5.

Other Key Outcomes

## School Progress towards its goals in 2016

In 2016, Oakey State School made significant improvements in relation to the consistency of school wide explicit teaching practices in relation to reading and spelling. Some of our major progress included:

1. The targeted use of PROBE diagnostic reading assessments to track the reading progress of students in years four to six.

2. The monitoring of the Oakey State School Reading Program including student benchmarks to track evidence of students learning in the area of Reading.

3. A school wide approach to the structure of our reading pedagogy which included direct observations of teaching practice and feedback to teachers. Observations were conducted by peers and members of the Senior Leadership Team.

4. The introduction of "Jolly Phonics" to ensure consistency of practice in relation to the teaching of spelling across prep to year two.

A significant emphasis has been placed on "Explicit teaching" and students have responded well. Our challenge is to continue to grow and meet the challenges of the 21st century student.

During 2016 we embraced the Regions Improvement agenda around:

1. Explicit Teaching

2. Coaching and Feedback

3. Purposeful use of Data

Oakey State School continues to achieve well against "Like Schools", however our challenge remains that we must continue to improve to close the gap in relation to National Benchmarks.

During 2016 we continued to develop and refine the School Wide Positive Behaviour Support Processes for our school community. Tier two behaviour support processes were introduced including case management processes and supports. Our school wide behaviour expectations remain:

1. Be Safe

2. Be Respectful

3. Be a Learner

The school wide behaviour support processes have resulted in a positive change in culture within our school community. This will continue to be a major area of focus in 2017.

## Future Outlook

Our key area for improvement as outlined in our 2017 Annual Implementation Plan are:

Reading – At least one year's growth for one year's schooling.

# Our School at a Glance

## School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2016:** Early Childhood - Year 6

**Student enrolments for this school:**

|  | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|---|---|---|---|---|---|
| **2014** | 380 | 189 | 191 | 83 | 85% |
| **2015*** | 333 | 176 | 157 | 64 | 87% |
| **2016** | 372 | 193 | 179 | 71 | 92% |

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

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

In 2016, there were no students enrolled in a pre-Prep** program.

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

## Characteristics of the Student Body

### Overview

Oakey is a rural town situated in the Darling Downs region of Queensland, Australia. It is situated 160 kilometres west of the state capital, Brisbane, and 29 kilometres (18 mi) west of the regional city of Toowoomba. Oakey has a population of approximately 3,800.  Oakey and the creek, around which the town is located, were named for the river oaks that dominate the banks of the creek. The area was first settled in the early 1840s when pastoralists moved into the area and found the land to be suitable for grazing. The building of the western railway line through the area prompted the growth of a township to service the pastoral community. Growth of the town was slow, however featured some enterprising ventures, including a short-lived meatworks near the town, which planned to tin and export kangaroo and wallaby under the marketing name 'Australian Game'. The enterprise was unsuccessful and closed down in 1876.

Industry is rural based, with emphasis on meat and cropping. A meatworks is located in the town. There are also mining operations in the surrounding districts. The main town centre was redeveloped during 2005 by the council and now includes new shops, landscaping and tree plantings. A lot of the students have parents who work at the local meatworks. An ESL population made up of Brazilians, Cooke Islanders and Samoans attend the school.

The Oakey Army Aviation Centre located at the airport, also includes the Museum of Australian Army Flying, which displays aircraft and memorabilia dating from World War I to the present.

The township also provides services for agricultural and mining activities in the local area.

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## Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---|---|---|---|
| Phase | 2014 | 2015* | 2016 |
| Prep – Year 3 | 22 | 21 | 21 |
| Year 4 – Year 7 | 23 | 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

At Oakey State School our staff deliver targeted teaching and support to students in the key improvement areas of Reading, Spelling and Numeracy.

Our teachers co-plan in a Professional Learning Community, by fore fronting the Australian Curriculum, version 7.5. Our staff then adapt and adopt C2C units based on the individual needs of our students.

School staff implement a diagnostic testing schedule and analyse the data to ensure the best learning occurs for all our students.

At Oakey State School we employ a specialist Science teacher and offer an Agricultural Education Program.

## Co-curricular Activities

- Early Intervention and focus intervention programs

- Instrumental program

- Celebration focus activities – Education week, NAIDOC week, Science week and Cows Create Careers.

- Swimming, Athletics and Cross Country Carnivals

- Intra School Sport

- Indigenous learning assistance

- Agricultural Education

- Enrichment activities – craft, excursions, camps, Christmas concert

- Environmental Club

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

Oakey State School integrates computer based technologies in teaching and learning programs. Students find computer based activities highly motivational and these activities provide opportunities for student interaction and collaboration. Our school computer network provides access to the Internet from every classroom and access to an extensive Intranet. Students and staff are encouraged to publish directly to the school Intranet allowing the sharing of ideas and experiences within the school. We use a wide range of hardware, software and peripherals throughout the school including digital video and still cameras.

Our library is a facility which caters for the learner of the 21st century. Students learn technology skills and information skills and how to apply these skills to complete given tasks. Using the Internet for research outlines how the steps in the information process can be used to assist students when using the Internet.

All staff are provided with an Ipad and class sets are available for student use during learning episodes.

Our school technology belief is based on the computer based capabilities:

1. Use computer based technologies to locate, access, evaluate, manipulate, create, store and retrieve information

2. Express ideas and communicate with others, using computer based technologies

3. Develop an awareness of the range of applications of computer based technologies in society

4. Discriminate in the choice and use of computer based technologies for a given purpose

5. Develop the confidence to explore, adapt and shape technological understandings and skills in response to challenges now and in the future.

The school uses a number of online software applications that both challenges and enhances learning opportunities

# Social Climate

## Overview

Our 2016 School Opinion Data shows that 100% of our parents agreed that Oakey State School is a good school and 96% of our parents agreed that their child is getting a good education at Oakey State School.

The families of Oakey State School are drawn from a broad mix of rural and non-rural backgrounds. Farming families have felt the impact of the rural down turn in recent years and this is reflected in declining numbers of children from local farms. The drought has also played a significant role for the local farmers.

A small percentage of children are associated with the local military base. Over the years the number of army personnel has declined with an increase in private contractors being employed. Many service personnel are now housed in Toowoomba.

The number of ATSI families in Oakey has increased significantly over the past few years and this trend shows signs of continuing with many families relocating to Oakey from South West Queensland towns. Our Indigenous students make up 20% of our school population.

A considerable number of families are also with the local meatworks. We enrol ESL students from Brazil and whose parents are employed at the Meatworks.

Reliance upon some form of social security is important for a significant number of families who have been drawn to Oakey by the way of affordable cost of housing coupled with very good services available in the town and nearby Toowoomba. We are growing in the number of children in care of the state.

Our 2016 School Opinion Data shows that 98% of our staff agreed that they enjoy working at Oakey State School and 95% of our staff agreed that Oakey State School constantly looks for ways to improve.

## 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) | 93% | 95% | 96% |
| this is a good school (S2035) | 86% | 100% | 100% |
| their child likes being at this school* (S2001) | 86% | 100% | 96% |
| their child feels safe at this school* (S2002) | 86% | 100% | 96% |
| their child's learning needs are being met at this school* (S2003) | 86% | 95% | 96% |

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| Performance measure | | | |
|---|---|---|---|
| **Percentage of parents/caregivers who agree# that:** | **2014** | **2015** | **2016** |
| their child is making good progress at this school* (S2004) | 77% | 95% | 96% |
| teachers at this school expect their child to do his or her best* (S2005) | 93% | 100% | 91% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 86% | 100% | 91% |
| teachers at this school motivate their child to learn* (S2007) | 71% | 89% | 91% |
| teachers at this school treat students fairly* (S2008) | 62% | 89% | 86% |
| they can talk to their child's teachers about their concerns* (S2009) | 86% | 95% | 91% |
| this school works with them to support their child's learning* (S2010) | 79% | 95% | 87% |
| this school takes parents' opinions seriously* (S2011) | 69% | 89% | 87% |
| student behaviour is well managed at this school* (S2012) | 67% | 89% | 91% |
| this school looks for ways to improve* (S2013) | 86% | 89% | 96% |
| this school is well maintained* (S2014) | 100% | 100% | 96% |

## Student opinion survey

| Performance measure | | | |
|---|---|---|---|
| **Percentage of students who agree# that:** | **2014** | **2015** | **2016** |
| they are getting a good education at school (S2048) | 96% | 92% | 98% |
| they like being at their school* (S2036) | 90% | 91% | 91% |
| they feel safe at their school* (S2037) | 97% | 90% | 93% |
| their teachers motivate them to learn* (S2038) | 97% | 96% | 96% |
| their teachers expect them to do their best* (S2039) | 98% | 98% | 97% |
| their teachers provide them with useful feedback about their school work* (S2040) | 95% | 90% | 95% |
| teachers treat students fairly at their school* (S2041) | 90% | 91% | 88% |
| they can talk to their teachers about their concerns* (S2042) | 93% | 90% | 89% |
| their school takes students' opinions seriously* (S2043) | 93% | 89% | 85% |
| student behaviour is well managed at their school* (S2044) | 85% | 85% | 78% |
| their school looks for ways to improve* (S2045) | 96% | 97% | 96% |
| their school is well maintained* (S2046) | 93% | 92% | 92% |
| their school gives them opportunities to do interesting things* (S2047) | 94% | 93% | 94% |

## Staff opinion survey

| Performance measure | | | |
|---|---|---|---|
| **Percentage of school staff who agree# that:** | **2014** | **2015** | **2016** |
| they enjoy working at their school (S2069) | 94% | 100% | 98% |
| they feel that their school is a safe place in which to work (S2070) | 97% | 100% | 98% |
| they receive useful feedback about their work at their school (S2071) | 82% | 94% | 83% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 90% | 89% | 77% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 98% |

| Performance measure | | | |
|---|---|---|---|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| students are treated fairly at their school (S2073) | 88% | 97% | 95% |
| student behaviour is well managed at their school (S2074) | 76% | 88% | 80% |
| staff are well supported at their school (S2075) | 67% | 91% | 83% |
| their school takes staff opinions seriously (S2076) | 70% | 91% | 87% |
| their school looks for ways to improve (S2077) | 88% | 100% | 95% |
| their school is well maintained (S2078) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 81% | 97% | 88% |

\* 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

One of the great features of Oakey State School is the contribution from our community and especially our parents. Parents play an active role in curricula and extra curricula activities.

Parents contribute through: Parents and Citizens Association

Steps into Prep

Training of volunteers to assist in classrooms in the areas of Literacy and Numeracy

Parent / Teacher discussions about student achievement

Information evenings, Community events

PBL Planning Team

Oakey Early Years Community

New enrolment interviews

Various open days, assemblies, class activities, sport days

Parent programs

Chaplaincy Program

Breakfast Club

Student Wellbeing Process

## Respectful relationships programs

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

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES | | | |
|---|---|---|---|
| Type | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 51 | 72 | 71 |
| Long Suspensions – 6 to 20 days | 6 | 2 | 0 |
| Exclusions | 1 | 0 | 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.

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# Environmental Footprint

### Reducing the school's environmental footprint

We're committed to being environmentally responsible in everything we do because it matters to us, to the people who work here, to the people for whom we do work, and to the communities that we work in.

Oakey State School is committed to reducing its environmental footprint. A number of agriculture and environmental programs are running in the school to give students a better awareness of their role in environmental sustainability.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|---|---|---|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 127,513 | 761 |
| 2014-2015 | 125,521 | 555 |
| 2015-2016 | 119,564 | 718 |

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

☑ Non-government

**SEARCH**

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.

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# Our Staff Profile

## Workforce Composition

**Staff composition, including Indigenous staff**

| 2016 WORKFORCE COMPOSITION | | | |
|---|---|---|---|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 29 | 21 | <5 |
| Full-time Equivalents | 25 | 13 | <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.** | 0 |
| Bachelor degree | 21 |
| Diploma | 3 |
| 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 $46,715.00

The major professional development initiatives are as follows:

Anita archer – Explicit Instruction

Collaborative teacher planning sessions (Professional Learning Communities)

School Wide Positive Behaviour Support

Data, Coaching and feedback

QELI High Performing Leadership Teams Program

PROBE administration (Teacher Aides)

CPR/First Aid Training

State Principals Conference

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

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# Staff Attendance and Retention

## Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|---|---|---|---|
| **Description** | **2014** | **2015** | **2016** |
| Staff attendance for permanent and temporary staff and school leaders. | 94% | 95% | 95% |

## 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). | 91% | 91% | 93% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 88% | 90% | 92% |

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

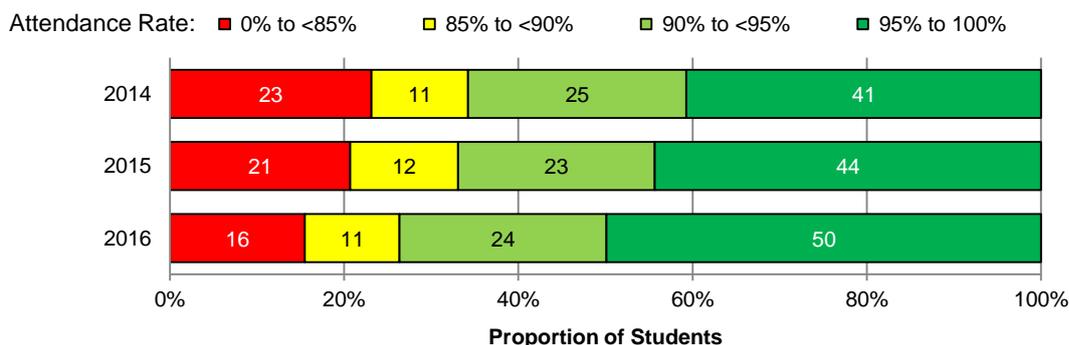The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

| 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 | 91% | 89% | 92% | 91% | 92% | 88% | 93% | 87% | | | | | |
| 2015 | 91% | 93% | 91% | 93% | 91% | 90% | 89% | | | | | | |
| 2016 | 93% | 93% | 93% | 91% | 92% | 92% | 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.

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## Student Attendance Distribution

The proportions of students by attendance range:

**Attendance Rate:** ■ 0% to <85%  ■ 85% to <90%  ■ 90% to <95%  ■ 95% to 100%

| Year | 0% to <85% | 85% to <90% | 90% to <95% | 95% to 100% |
|------|-----------|-------------|-------------|-------------|
| 2014 | 23 | 11 | 25 | 41 |
| 2015 | 21 | 12 | 23 | 44 |
| 2016 | 16 | 11 | 24 | 50 |

**Proportion of Students**

## 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.

The law requires parents to ensure their compulsory school aged child is enrolled at school, and attends school for the educational program on every school day. Compulsory school age starts when a child is at least 6 years of age, and finishes when the child turns 16 years of age or completes year 10 whichever is sooner. (Please note that Prep is not compulsory). Classroom teachers must mark their class roll twice a day; first up in the morning and again in the middle of the day. If students are noted to be absent and this absence is unexplained i.e. the parent /guardian has not notified the school, then these absences need to be recorded and reported to the principal. (Refer to the form Office Notification of Student Absenteeism). According to the *Education (General Provisions) Act 2006* the parent needs to be the one to notify the school, not the student. If the explanation of an absence seems unreasonable the principal needs to be informed.

The principal or deputy principal will then follow up by calling the parent or organizing a home visit. If the unexplained absenteeism continues the principal or deputy principal will send home a formal letter requesting that the student attend school. If the unexplained absences continue then further letters of a more formal nature will be sent to the parent and this process will involve the relevant authorities; an authorised officer of the Department of Education, Training and the Arts for further action and/or an intake officer from the Department Of Child Safety.

**PROCESS**
**Step One:**
If a student has three days of unexplained absences the class teacher contacts the parent informing the parent that the student has been away and asks the reason for the absence, encouraging the parent to bring the student to school. Record This Action on the Office Notification of Student Absenteeism.
**Step Two:**
If the unexplained / unreasonable absences continue then this information must be passed onto the Principal or the Deputy Principal for follow up. Record this information on the form – 'Office Notification of Student Absenteeism' and pass this form to the Principal or Deputy Principal so that the follow up can also be recorded.
**Step Three:**
The principal or the deputy principal will telephone the parents or do a home visit – informing the parent of the dates of absenteeism, asking for the reason for absenteeism and requesting that the student return to school. Administration will record the action taken on the form Office Notification of Student Absenteeism, make a photocopy of the form and place this on the students office file. The original will go back to the class teacher so it can be used for continued recording as needed.
**Step Four:**
If the unexplained / unreasonable absences continue record this information on the form – 'Office Notification of Student Absenteeism' and pass this form to the Principal or Deputy Principal so that the follow up can occur. A formal letter will then be issued (Letter one). Administration will record the action taken on the form Office Notification of Student Absenteeism, make a photocopy of the form and place this on the students office file. The original will go back to the class teacher so it can be used for continued recording as needed.
**Step Five:**
If the unexplained / unreasonable absences continue record this information on the form – 'Office Notification of Student Absenteeism' and pass this form to the Principal or Deputy Principal so that it can be passed onto the *relevant authorities;* an authorised officer of the Department of Education, Training and the Arts for further action and/or an intake officer from the Department Of Child Safety. A formal letter will then be issued to the parent. (Letter Two) Administration will record the action taken on the form Office Notification of Student Absenteeism, make a photocopy of the form and place this on the students office file and the original will go back to the class teacher so it can be used for continued recording as needed.
**Step Six:**
If the unexplained / unreasonable absences continue record this information on the form – 'Office Notification of Student Absenteeism' and pass this form to the Principal or Deputy Principal so that it can be passed onto the *relevant authorities;* an authorised officer of the Department of Education, Training and the Arts for further action and/or an intake officer from the Department Of Child Safety. A formal letter will then be issued to the parent. (Letter Three) Administration will record the action taken on the form Office Notification of student Absenteeism, make a photocopy of the form and place this on the students office file and the original will go back to the class

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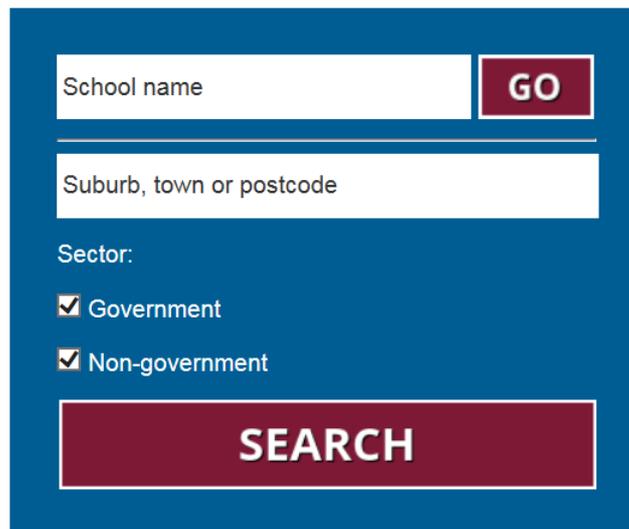teacher so it can be used for continued recording as needed.
**Step Seven:**
Continue this process of recording, reporting to Administration and Administration actioning as necessary through to Letter Six.

# NAPLAN

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

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

## Find a school

| School name | GO |
| --- | --- |

| Suburb, town or postcode |
| --- |

Sector:

☑ Government

☑ Non-government

**SEARCH**

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.