

# Cardwell State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	43 Victoria Street Cardwell 4849
Phone	(07) 4063 6222
Fax	(07) 4066 8588
Email	principal@cardwellss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Mrs Lori Smith (Principal)

## Principal's foreword

### Introduction

This School Annual Report provides a snapshot of our achievements in 2015 and our plans for 2016.

"Broaden your Horizons" is our school motto. Our school community is committed to achieving student success through high academic and social expectations; a clear and consistent teaching and learning program focused on the Australian Curriculum, explicit teaching and consolidations and strong leadership that develops staff capacity, student well-being and a collaborative school community.

Cardwell State School is one of the oldest schools north of Townsville. It was established in 1870 and has been on the current site since 1885. The school is situated on the Bruce Highway overlooking Hinchinbrook Island, which is part of the Great Barrier Reef World Heritage Area. Approximately 80 students currently attend the school from Prep through to Year Six. Cardwell is approximately 165 km North of Townsville and is the southernmost school in the FNQ Region. The school's curriculum framework is based on units of work from the Australian Curriculum. The explicit teaching model forms the basis of our pedagogy. Learning Support and Pastoral Care are offered weekly, as are specialist lessons in LOTE, the Arts and HPE. We enjoy good community support and an actively involved Parents and Citizens Committee which helps in providing both resources and direction for the school.

### School progress towards its goals in 2015

2015 was a very positive year on many fronts. The implementation or commencement of the following strategies for our small school setting has resulted in pleasing improvements in student outcomes.

Key Priorities for 2015	Strategies	Actioned
Priority 1. Quality Teaching	<ul style="list-style-type: none"> <li>Support staff with career and capability development using performance development processes including: time, discussion, reflection with ATSL tools and a formal planning document linked to school plan.</li> <li>Use coaching, feedback, peer observations and cluster moderation to improve teaching practices.</li> </ul>	Completed 2015  Actioned throughout 2015.  Completed
Priority 2. Reading	<ul style="list-style-type: none"> <li>Refinement of Reading Practices throughout the school.</li> <li>Review classroom implementation and embed Alison Davis Explicit Teaching of Reading Comprehension skills as a core classroom program.</li> <li>Build staff capacity in the teaching of reading and include in individual Developing Performance Plans.</li> <li>Collation of school reading data in 5 week cycles and discussion at work review meetings to inform future planning.</li> <li>Coaching and feedback provided by principal/coach in relation to reading specifically at least once a term.</li> <li>Playgroup continuation for Cardwell 0-5 year olds with a specific literacy focus for the pre preps.</li> <li>Early Start Assessment on beginning of the PREP Year to identify literacy starting points and at the end of year to measure gains.</li> <li>ICP's created - Differentiation and Intervention for students working below or</li> </ul>	Completed Completed Upper School. Ongoing for 2016 lower school. Completed. Completed each cycle. Completed Playgroup commenced Early start completed –One School  ICP process

	above year level benchmarks.	commenced. Ongoing 2016
Priority 3. Writing	<ul style="list-style-type: none"> <li>Coaching and feedback provided by principal/coach in relation to writing specifically at least once a term.</li> <li>Implementation of the Australian Curriculum (English) and use of C2C Units and Resources for genre writing methodologies.</li> <li>Provision of PD, coaching, mentoring, training and modelling in relation to student feedback.</li> </ul>	Completed  Commenced but ongoing 2016  2016
Priority 4. Numeracy	<ul style="list-style-type: none"> <li>Administer FNQ Maths Assessment 3 times a year as a monitoring tool (All grades)</li> <li>Administer Central QLD Maths Unit Assessments each term if further evidence is required. (Units 1 - 8)</li> <li>Build staff capacity in the teaching of numeracy and include in individual Developing Performance Plans.</li> <li>Collation of school numeracy and maths data in 5 week cycles and discussion at work review meetings.</li> <li>Coaching and feedback provided by principal/coach in relation to numeracy specifically at least once a term.</li> <li>Early Start Assessment on beginning of the PREP Year to identify numeracy starting points and at the end of year to measure gains.</li> <li>ICP's created - Differentiation and Intervention for students working below year level benchmarks and above.</li> <li>Development of Cardwell specific maths methodologies.</li> </ul>	Completed – One school Teachers implemented at own discretion Completed Commenced  Completed  Completed ICP process commenced. Ongoing in 2016  Commenced
Priority 5. Connecting Parents and Caregivers with their child's Learning	<ul style="list-style-type: none"> <li>Parent partnership meetings each semester.</li> <li>Parent / teacher interviews offered at end of Terms 1 and Term 3. Parent/Teacher interviews requested at each reporting period i.e. end of each semester.</li> </ul>	Completed  Completed
Priority 6. Attendance	<ul style="list-style-type: none"> <li>Monitor attendance weekly and follow-up on unexplained absences.</li> <li>Visual display of attendance rates for each class at the end of every 5 week block.</li> <li>Students and parents given updates on individual attendances every 5 weeks.</li> </ul>	Completed Completed  Completed
Priority 7. Transition	<ul style="list-style-type: none"> <li>Support and participate in the secondary transition plans as developed by the Junior Secondary HOD at Tully State High School. These plans are aligned with the Flying Start Strategy.</li> </ul>	Completed

### Future outlook

Our future plans for 2016, continue to align with our FNQ regional goals and pedagogical practices. These involve the review and continued implementation of practices established in 2015, as well as, a school improvement agenda based on feedback from our school review in 2015. Main priorities include quality teaching, review of whole school curriculum framework and planning, improvement of reading and writing programs.

Priority and Targets	Strategies	Evidence.
<b>Priority 1.</b> <b>Quality Teaching</b> 100% Teachers Proficient or above - ET 2. 100% Teachers Proficient or Above as per APST 3. Coaching and Feedback culture evidenced in systems 4. 100% teachers have PDP 5. 100% students C or above*	<ul style="list-style-type: none"> <li>Professional Development Plan to provide opportunities for all staff.</li> <li>Develop Performance Development Plans with staff using the ATSIL tool and template.</li> <li>Planning sessions</li> <li>Regular Coaching and Feedback Sessions, walk throughs</li> <li>Peer teaching visits to other classrooms at school and cluster.</li> <li>Support beginning teachers through Beginning Teacher Mentor Program.</li> <li>Staff meetings to analysis of student data.</li> <li>Moderation meetings across like schools for staff to share, compare and assess student assessment.</li> <li>Moving students to U2Bands</li> </ul>	PD Plan  APST – Teacher Plotted  Explicit Teaching Continuum – teacher plotted  Monitoring Data Recording of Data One school  NAPLAN Preparation plan
<b>Priority 2.</b> <b>Curriculum</b>	<ul style="list-style-type: none"> <li>PD for Planning process used for multiple classes.</li> <li>Develop differentiation and assessment process (GTMJ) to cater</li> </ul>	Regional Office assistance for PD

<p><b>Framework and Planning</b></p> <ol style="list-style-type: none"> <li>1. Framework developed to align with Australian Curriculum</li> <li>2. Developed and maintained by staff.</li> <li>3. Include all KLA's</li> <li>4. Include assessment Plan</li> </ol>	<p>for student from their point of need and the multi-age classroom setting.</p> <ul style="list-style-type: none"> <li>• Employ teacher to assist staff to build differentiation into their planning in areas of literacy and numeracy.</li> <li>• Employ teacher to work collaboratively with teaching staff to build curriculum framework.</li> <li>• Assessment Plan to inform which diagnostic data tools are to be used and when.</li> <li>• Regular data reviews with staff to assess student progress and determine future teaching for students</li> <li>• Develop ICP plans for students</li> <li>• Review school support documents e.g. reading program, numeracy program, bookwork policy, homework policy, PBL</li> </ul>	<p>Consistent approach to multi-age plans that allow for differentiation.</p> <p>Curriculum framework developed</p> <p>Assessment Plan developed</p> <p>Differentiation</p> <p>Policies updated for 2016- 2018.</p>
<p><b>Priority 3. Reading</b></p> <ol style="list-style-type: none"> <li>1. 85% students reaching or exceeding FNQ PM targets</li> <li>3. 100% students knowing and working towards their reading goals.</li> <li>4. 100% parents knowing their child's targets and reading goals.</li> </ol>	<ul style="list-style-type: none"> <li>• Develop teacher capabilities in planning and implementation of class reading programs.</li> <li>• Develop Teacher and Teacher Aide capabilities in use of diagnostic testing i.e. PM benchmark tests, Probe</li> <li>• Use CARS and STARS program to explicitly teach and analyse reading comprehension strategies across all year levels. Use data to inform further teaching.</li> <li>• Use of Data Record Books to set reading targets and individual learning goals for students.</li> <li>• Use Data books to inform parents of the targets and learning goals of their children.</li> </ul>	<p>Wjhole School Reading Plan</p> <p>PD Plan</p> <p>Data analysis CARS – twice yearly</p> <p>Data Books updated and shared with students and parents</p>
<p><b>Priority 4. Writing</b></p> <ol style="list-style-type: none"> <li>1. Improve NAPLAN writing results and A-E results – 100% C rating or above.</li> </ol>	<ul style="list-style-type: none"> <li>• Professional development for staff</li> <li>• ACARA writing skills scope and sequence to be followed for grammar and punctuation lessons and lessons explicitly taught.</li> <li>• NAPLAN writing preparation practice. Refer to NAPLAN Preparation Plan.</li> <li>• Develop school writing plan that includes daily writing for all students.</li> </ul>	<p>PD Plan</p> <p>One School Planning</p> <p>NAPLAN PP</p> <p>Writing Plan</p>

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	93	48	45	25	77%
2014	79	40	39	24	88%
2015	82	42	40	23	83%

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

### Characteristics of the student body:

The student body is mainly comprised of local families with generational ties to Cardwell. Approximately 23% of our students are indigenous. There has been an increase in students from other countries such as India and the Philippines due to the availability of work at one of the local businesses. Our school has also welcomed several new families to the district this year. There is a mix of students who live in town and others who live on more rural settings, to the north and south of town.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	16	14	18
Year 4 – Year 6 Primary	20	14	11

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	12	9	1
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

## Curriculum delivery

### Our approach to curriculum delivery

Cardwell State School provides a multi-age setting for its students. Teaching staff use a differentiated approach to student learning where student learning and assessment are developed around student point of need. Teachers collect a range of data about student learning and development and analyse this data on a 5 weekly cycle to assess student learning. Areas of literacy, numeracy and science are the main areas for discussion regarding student improvement. FNQ data targets are used to guide student development and growth. One School is used to collect diagnostic data and provides evidence of student improvement. Student data is shared with students and parents to provide feedback and involvement in learning.

Cardwell State School uses the following to support student learning:

- Australian Curriculum,
- C2C Resource Units,
- Foundation Learning Programs - Spelling Mastery, EMMS and JEMMS
- Evidence based decision making
- Differentiated and Student Based Planning
- Direct and Explicit Instruction
- Small Group instruction
- Differentiated Instruction

Cardwell State School uses the following diagnostic assessments:

- PM Reading Benchmark Assessments
- PROBE Testing
- FNQ Regional Numeracy Assessment
- PAT R and PAT M Testing

### Extra curricula activities

- School Leaders – Captains and Vice Captains
- Student Council
- Community weekly parade with student performances
- Giringun Rangers and Junior Rangers Program
- Annual School Camps – Years 3 – 6.
- Local, regional and district sporting opportunities
- Special school sporting and fun days – Fun run, tug of war competition
- Reef Guardian School
- Leadership Camp
- Annual School Concert
- 'Chappy' Breakfasts

### How Information and Communication Technologies are used to improve learning

Our school is equipped to meet the achievement standards of the Australian Curriculum. ICT learning is embedded in each KLA. Each classroom has an interactive whiteboard and dedicated laptop which are used for most teaching sessions.

Students are taught a wide variety of skills such as e-mailing, use of Microsoft Office suite, accessing The Learning Place, keyboarding skills and research skills. ICT skills are embedded in their learning through the Australian Curriculum. The students also have their own personal computer for use at school through the One Lap Top per Child Program. These XO computers connect to the internet through the use of WiFi. Our school participated in the Witeless Upgrade Project in 2015, bringing improved connectivity to the classrooms. These were purchased in 2013 and are integrated into their learning each week. Each classroom also has a bank of desk top computers with access to the internet.

ICT's are used extensively by teachers – planning, teaching and learning, monitoring progress, reporting. Teachers use Oneschool for a range of purposes – planning, data collection and analysis, behaviour reports, use of dashboard and assessment reports. Professional development is accessed through ICT by all staff members.

## Social Climate

At Cardwell State School we are committed to providing a safe, respectful and disciplined learning environment. Our school prides itself in the warm and caring environment we have created here. Our school welcomes and supports students from a wide range of cultural and social backgrounds. Our students benefit from the rich learning and social environment this creates.

Our behaviour program focuses on three general areas:

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

Preventative Strategies include: The School's Responsible Plan which is discussed with every new enrolment, a focus on the explicit teaching of social and friendship skills as part of our Positive Behaviour for Learning Program and the use of a range of positive reinforcement strategies including awards on parade. Classroom rules, expectations and consequences are regularly discussed.

Supportive Strategies include: Guidance Officer assistance, School Chaplaincy Program, Peer Support, Mentoring Program provided by Tully Support Centre and regular staff and principal support for students.

Corrective Strategies include: A detailed description of the consequences applied for a range of unacceptable behaviour is outlined in our Responsible Behaviour Plan.

A range of strategies, including our Bullying Prevention Strategy, are used to address the varying needs of students and the diverse contexts. All incidents are recorded on to the school data base. The number of suspensions significantly decreased in 2015.

Last year's school opinion survey reflected that 100% of parents surveyed believed that their children were safe at this school and that 100% of parents believed student behaviour was well managed. We have been working hard to improve these results with a strong focus on implementing the Positive Behaviour for Learning program and expectations.

BE RESPECTFUL

BE A LEARNER

BE SAFE

BE A BUDDY

## Parent, student and staff satisfaction with the school

Survey results have improved markedly since 2014. 100% of parents believe that their child is getting a good education at this school, that their child's learning needs are being met and their child is making progress. 100% of parents believe the staff are motivating their children to learn and that they receive valuable feedback from teachers regarding their child's learning. 100% of students believe that they are safe at school, that they are getting a good education and their teachers motivate them to learn and provide worthwhile feedback. 100% of staff enjoy working at this school and believe they receive timely feedback and that behaviour is well managed at this school.

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	67%	100%
this is a good school (S2035)	90%	100%	100%
their child likes being at this school (S2001)	95%	100%	100%
their child feels safe at this school (S2002)	81%	100%	100%
their child's learning needs are being met at this school (S2003)	100%	67%	100%
their child is making good progress at this school (S2004)	100%	67%	100%
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)	95%	100%	100%
teachers at this school motivate their child to learn (S2007)	95%	100%	100%
teachers at this school treat students fairly (S2008)	81%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	95%	100%	100%
this school works with them to support their child's learning (S2010)	95%	100%	100%
this school takes parents' opinions seriously (S2011)	90%	100%	100%
student behaviour is well managed at this school (S2012)	76%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
this school is well maintained (S2014)	76%	100%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	100%	100%
they like being at their school (S2036)	71%	100%	100%
they feel safe at their school (S2037)	83%	95%	100%
their teachers motivate them to learn (S2038)	96%	100%	100%
their teachers expect them to do their best (S2039)	96%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	100%
teachers treat students fairly at their school (S2041)	71%	100%	100%
they can talk to their teachers about their concerns (S2042)	92%	100%	100%
their school takes students' opinions seriously (S2043)	79%	100%	100%
student behaviour is well managed at their school (S2044)	58%	86%	100%
their school looks for ways to improve (S2045)	92%	100%	100%
their school is well maintained (S2046)	96%	100%	100%
their school gives them opportunities to do interesting things (S2047)	92%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	89%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	80%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	100%	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	89%	100%	89%
student behaviour is well managed at their school (S2074)	78%	100%	89%
staff are well supported at their school (S2075)	89%	100%	75%
their school takes staff opinions seriously (S2076)	100%	90%	88%
their school looks for ways to improve (S2077)	100%	100%	88%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	75%	90%	89%

<sup>#</sup> '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

Every class teacher conducts parent partnership meetings each term. Face to face, individual, oral reporting occurs prior to report cards being sent home so as to deeply discuss all aspects of the student's schooling.



Parents are encouraged to attend weekly parades, to assist in classrooms, to help with school camps, excursions, sporting days and special events.

Our P&C conduct meetings once a month and conduct P&C activities with the support of numerous parent helpers. These activities include the tuckshop, school garden, the local markets and resource centre assistance. In 2015, they conducted many fundraising activities in order to raise money towards the Covered Sports Shelter which was successfully completed during the year.

Several of our local rangers organise and run the Giringun Rangers Program.

Our local golf club and IGA sponsor and run the My Golf Program for all of the students in our school.

### Reducing the school's environmental footprint

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

All of the school gardens have been mulched to prevent water loss and have been planted with drought resistant flora. Water tanks have been installed. Students recycle food scraps and the school has a worm farm. This initiative aligns with the Cassowary Coast Council's new bin recycling initiatives.

The school has numerous solar panels installed.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	61,104	60
2013-2014	50,872	8,224
2014-2015	50,972	

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

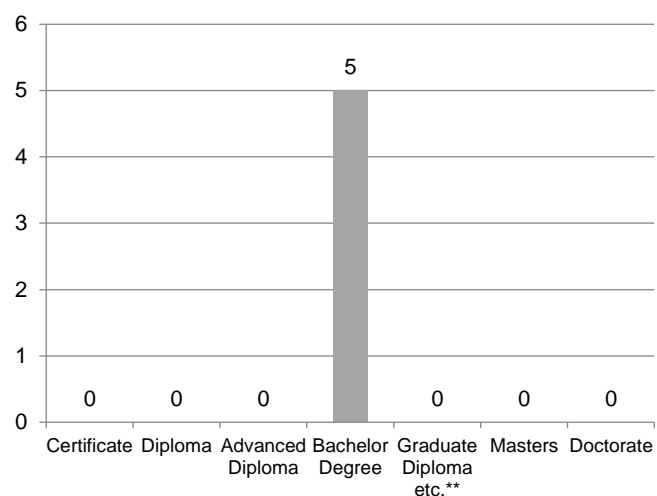
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	6	0
Full-time equivalents	5	5	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	5
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>5</b>



\*Teaching staff includes School Leaders

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



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 17,289.06

The major professional development initiatives are as follows:

- Explicit Teacher Training
- Consolidations Workshops
- Beginning Teacher Mentoring
- Moderation PD with other schools
- First Aid and CPR training
- Curriculum Leaders Workshop
- Beginning Teacher Workshop

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

## School income broken down by funding source

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

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

### Find a school

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

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

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	89%	86%

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

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

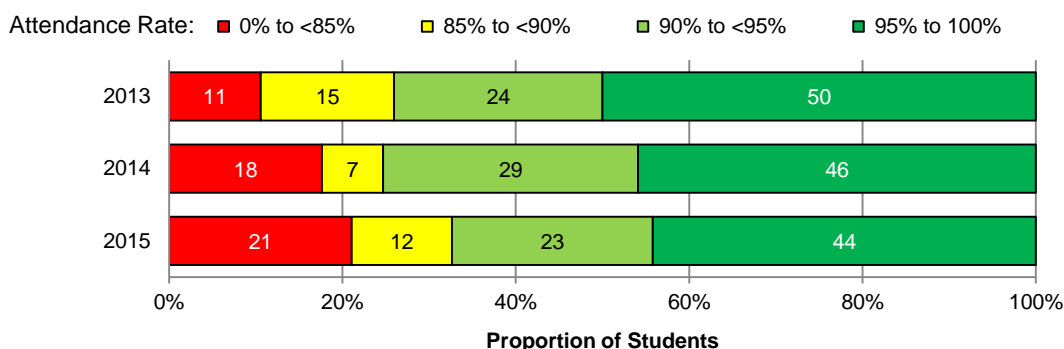
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	94%	93%	93%	92%	93%	95%	93%					
2014	92%	91%	93%	94%	92%	88%	92%	94%					
2015	92%	91%	95%	92%	96%	90%	87%						

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

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

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

The school has implemented the Far North Queensland Region's Attendance Plan which aligns with DETE policy re ensuring school attendance. Our school target is 95% and all students are encouraged to try to meet this target. Roll Marking occurs at 9:00 am and again at 1.45pm.

Cardwell is actively promoting school attendance through the school newsletter, one to one conversations with parents, school reports and P&C Meetings. Students are encouraged to attend through class recognition on parade for the best attendance each 5 weeks. At the end of each school semester, students with >95% attendance are presented with an award on parade.

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

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

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

#### Find a school

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Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

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

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.