



Wolvi State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



## Contact Information

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## School Overview

Wolvi State School is located in a picturesque area within the Cooloola Shire, situated on a mountain ridge approximately 22 kilometres to the east of Gympie along the Kin Kin Road. The school is currently a Band 5 school delivering Prep to Year 6 primary educational programs. It was previously known as Neusavale Provisional School, then in 1906 moved to its present location and was established as Wolvi State School. The school and hall are the only facilities within the district and form the heart of the community. The community is made up of many diverse farming ventures in the area including the growing of citrus fruits, macadamia nuts, pineapples, crayfish-farming, dairying and beef cattle. The community is made up of a mixture of rural and urban workers. A percentage of parents have moved to Wolvi to seek a rural lifestyle.

## Principal's Foreword

It is a pleasure to welcome you to Wolvi State School. This report is designed to provide an up to date snapshot of our vibrant learning community. If you have any further questions, please do not hesitate to contact the school.

Our role is to prepare children for lifelong learning and to be effective participants within our society in the best way we can.

To achieve this we strive to provide a dynamic and interactive learning environment that promotes the development of personal attributes as well as academic achievement. The school and families interact closely to share in the role of raising and educating our children.

Wolvi State School celebrates the integral role Parents, Staff and the wider community all play in promoting a safe, challenging environment that not only achieves academic results but prepares students for their future. We believe that our community group, of ordinary individuals, will help to develop our students into extraordinary people. Parents are a special feature of Wolvi State School. Parents are welcome to be involved in classrooms, school activities and the P&C committee.

As a school community we take great pride in the achievements of our students. Our latest academic results are available in this report. It is important to recognise that they are achieved through a school community working together.

Our focus, to accept the challenge of catering for each child, drives our thinking and makes our commitment to providing a range of programs in the academic, sporting, music and social development fields. Our school programs are consistently reviewed to reflect children's changing needs and recognised developments in education. This makes us a progressive, busy and vibrant school.

It is expected that by the end of their time at Wolvi State School, students will have developed the following:

- A solid foundation in literacy and numeracy skills
- Confidence and capability in teams/groups as participants or leaders
- An awareness of their learning styles and how to utilise this awareness
- Be organised, self-sufficient learners, who manage themselves and their resources effectively to achieve goals
- Participate and mix effectively in culturally diverse groups
- Be proficient users of ICTs and confident problem solvers
- Have a love of and curiosity of learning

As a school community we recognise and value greatly students' self-awareness and self-esteem. At Wolvi State School our behaviour management program stems from a backbone of strong values which

are reflected in our many school events and most importantly in our day to day interaction with each other. We believe that these skills and attributes will best prepare our students.

## School Progress towards its goals in 2016

During the 2016 school year we worked very hard with staff, students and parents to work toward achieving our schools goals as detailed below:

### To develop Literacy and Numeracy results.

- Whole school Plans for English and Maths have been and are being developed furthering continuity between classes and year levels. These are based on the Australian Curriculum and use the Queensland C2C as a guide.
- Continued to developed a programs throughout the school that included fundamental skills of reading and writing which included oral language, phonemic awareness, phonics, decoding and recoding as well as developing comprehension skills. This included continuing with a program based on The Writing Road to Reading from Spalding Education and introduction of a Rapid Reading Program which gives Teacher Aide time and practice to individual students.
- Focused on explicit teaching of comprehension – Classroom teachers have been explicitly teaching comprehension strategies.
- Organised teaching timetables so that students have a concentrated explicit teaching time in English fundamentals as well as grammar, punctuation and comprehension, and Maths which has enabled us to have groups working at level.
- Students write every day for pleasure and within English instruction. With the emphasis on these areas and the back to basic fundamentals the students' results have all increased and they have demonstrated a deeper understanding of all concepts of English.
- The school is developing processes and procedures to use systemic and school based data to identify the achievement of every child, these have and will help us identify strategies to extend high achieving students and provide support for those encountering difficulty. Progress will be monitored anecdotally and through our internal monitoring processes. We seek specialist support through a Guidance Officer and Students with Disabilities teacher and support students with additional purchased TA hours. We are developing a Wolvi State School Gifted and Talented Framework to develop strategies and pathways for our NAPLAN upper band students.

At Wolvi State School we use a blend of anecdotal, formative, summative, diagnostic and external assessment devices. The external assessments include NAPLAN. School based assessment tools include PAT (spelling, maths and reading), a mix of Probe and PM Benchmark for reading, regular spelling tests based on developmental spelling programs, Education Department C2C assessments and other diagnostic assessments and screeners supplied by specialists. In relation to reading we have established benchmarked standards for all 5 grades (A-E) for every semester for every Year-level that are aligned with regional preferred standards. Students do daily writing which we use as a means of monitoring and tracking their writing skills and development and are able to frequently provide feedback to students. Our data shows increases in achievements for all students.

### Future Outlook

- Implement the Australian Curriculum – continue to develop and implement the Australian curriculum in the best way we can to suit our school and our students. Embed English, Mathematics and Science, using the C2C as a resource ensuring alignment with community expectations.
- Familiarize and develop staff understanding and use with the other curriculum areas Australian Curriculum descriptors and the C2C planning tools.
- Implement and fine tune the Schools Assessment Schedule using the North Coast Region: " *A Guide to School Based Assessment Tools and Year Level Expectations*" as a guide.

### Key literacy and numeracy improvement strategies

*Embed a balanced reading/writing program with the emphasis on Spalding Education Writing Road to Reading.*

- Focus on reading and writing fundamentals in an explicit teaching format.
- Embed a shared understanding and pedagogical practice of the procedures of the Spalding method as well as 5 reading/writing procedures i.e. Reading Aloud to students; 2. Modelled Reading/writing; 3. Shared Reading/writing; 4. Guided Reading/writing; 5. Independent Reading/writing.
- Align reading framework to Pearson's Gradual Release of Responsibility Model (Refer Framework for the Teaching of Reading)
- Ensure the 5 aspects of reading are explicitly addressed i.e.:
  - 1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World**
- Continue the use of a variety of teaching processes and resources to support the development of the literacy skill of **inference** eg: QAR, Sheena Cameron Comprehension Strategies and Alison Davies Comprehension Activities and resources.
- Embed **comprehension strategies** into the reading/writing procedures
- Use the reading/writing procedures as a focus for Instructional Leadership to build teacher capacity through **observation, practice and feedback**
- Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing

### Priority

- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources i.e. PAT Maths.
- With support and cluster opportunities (Best Practice Networks), develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C/Australian Curriculum content, Number lines, Part/Whole relationships, Reasoning and Estimation Practice and deepen number facts

### Differentiation strategies

- Ensure a variety of processes are in place for the identification of possible Gifted and Talented students (process to begin in Prep)
- Implement strategies and programs to cater for the ability levels and optimal learning for all students (differentiated teaching, On Line Upper 2 Band Project, support teachers and staff for lower and upper level students.)
- Embed **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations
- Introduction of Reading Links Program and Continued development of Rapid reading Program which are one on one programs delivered by Teacher Aides.

### Social and Emotional Learning

- Engage staff in professional development that allows staff to have a better understanding of students social and emotional needs.
- Increase staff awareness about students' needs' and backgrounds in a non-academic sense.
- Looking at the individual and having a better understanding about their background with a view to building stronger more productive relationships
- Developing or implementing a social and emotional program that will give our students the skills they need to be strong, resilient individuals as they move through compulsory schooling.

# Our School at a Glance

## School Profile

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

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	44	23	21	6	86%
<b>2015*</b>	31	13	18	4	75%
<b>2016</b>	28	11	17	2	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

Wolvi is a multi-age, child centred learning environment. We have two classes that offer a high adult to student ratio. Our students live on small to medium size acreage. The majority of students come from 2 parent families. Wolvi has a small number of indigenous students with all students coming from English speaking households. Wolvi has a stable core of families with a small number transferring in or out each year. As this is a rural area the majority of students use the bus to travel to and from school, the others using private cars. Our school caters for all learning needs from students with disabilities and difficulties to gifted and talented students. Our unique small school environment helps to develop student's interpersonal and communication skills with a 'family' atmosphere where older students nurture and actively care for younger students.

### 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	23	21	10
Year 4 – Year 7			17
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

The school has a broad curriculum that caters for individual needs. We take full advantage of our multi-age classrooms to ensure that all students are able to access the school's curriculum in a meaningful manner that will enhance the learning opportunities for them.

At Wolvi we follow the Australian Curriculum guided by the Queensland Government's Curriculum in to the Classroom curriculum guides. We use a slow release model of teaching in most curriculum areas. This means lessons of explicit teaching and modeling from the teachers followed by shared and guided lessons to help students learn and develop knowledge and skills and finally lessons where students have the opportunity to work independently to show what they have learnt.

Students are assessed using Australian curriculum achievement standards and the C2C assessments as a guide.

### Co-curricular Activities

Wolvi State School tries to take advantage of all extra curricula activities that come our way where possible. We often join with other schools to make numbers where a minimum number is required. Students often participate in sporting, academic and leadership activities.

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

We continue to strive to include technology in all areas of student learning. ICT is used in whole class, group and individual activities. All classes have interactive boards or screens, iPads, laptops and stand alone computers. The school also has LCD TV's that are used to enhance student learning. In 2016 we began to develop improvements in the school's connectivity. We have had upgrades in our wireless capacity and will have internet connectivity upgraded during 2017.

## Social Climate

### Overview

The school has a Positive Behaviour Plan has been developed with the input of staff and community members that outlines the expected behaviour of students and also outlines consequences for unacceptable behaviour. The school also follows the Queensland Education guidelines for responding to and recording abuse and violence. The school uses strategies such as Yarn circles, Role Play and Elapse program to develop students' skills to create expectations, resolve conflict and react appropriately to situations.

This is reflected in our classrooms and our communications with each other. We have programs in place that develop no tolerance for bullying and focus on developing self-esteem, confidence and community spirit.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	91%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	91%	100%	100%
their child's learning needs are being met at this school* (S2003)	91%	100%	100%
their child is making good progress at this school* (S2004)	91%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	100%
teachers at this school motivate their child to learn* (S2007)	82%	100%	100%
teachers at this school treat students fairly* (S2008)	73%	80%	100%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%	100%
this school works with them to support their child's learning* (S2010)	91%	100%	100%
this school takes parents' opinions seriously* (S2011)	82%	100%	100%
student behaviour is well managed at this school* (S2012)	73%	100%	100%
this school looks for ways to improve* (S2013)	82%	100%	100%
this school is well maintained* (S2014)	91%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	100%	100%
they like being at their school* (S2036)	92%	100%	89%
they feel safe at their school* (S2037)	85%	100%	100%
their teachers motivate them to learn* (S2038)	92%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	85%	100%	100%
teachers treat students fairly at their school* (S2041)	69%	88%	100%
they can talk to their teachers about their concerns* (S2042)	85%	100%	100%
their school takes students' opinions seriously* (S2043)	62%	100%	89%
student behaviour is well managed at their school* (S2044)	46%	100%	89%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	92%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	85%	100%	89%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	83%	80%
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)	88%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	80%	100%
student behaviour is well managed at their school (S2074)	100%	60%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
staff are well supported at their school (S2075)	88%	67%	60%
their school takes staff opinions seriously (S2076)	88%	100%	60%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	88%	100%	100%
their school gives them opportunities to do interesting things (S2079)	88%	100%	100%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Write a short paragraph on the strategies used for involving parents in their child's education and how the school engages with the local community.

Consultation processes regarding the adjustments made to assist students with diverse needs to access and participate fully at school should also be included.

At Wolvi School we have a fortnightly newsletter that informs parents and the community of happenings at the school. In the newsletter we aim to inform readers, encourage interest, participation and support as well as celebrating success of members of the school community. We invite parents to be involved in the school and classroom activities. This may include listening to reading, learning activity helpers, helping with sporting activities, excursions and camps to name a few as well as general classroom visits. We have social events, open days and special student orientated days where students share their learning with parents, family and the wider community. We are excited to learn of parent interests, skills and knowledge that can be shared with our students.

## Respectful relationships programs

The following statement is required and must not be removed. Principals should briefly describe how their programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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	0	1	1
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

## Environmental Footprint

### Reducing the school's environmental footprint

Write a brief paragraph on the efforts made by the school during 2016 to reduce its environmental footprint (as based on electricity and water usage rate provided in the table below).

2016 saw an increase in electricity consumption. This was mainly due to pump and water leakage issues. As we rely on Tank water and electrical pumps are used to deliver water around the school, a water leakage causes the pump to run continually.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	18,979	0
2014-2015	605	
2015-2016	31,871	

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/>.

(Due to standardized methodologies used, please do not modify this section. The school information below is available on the *My School* web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the *My School* website).

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

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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

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.



In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	7	0
Full-time Equivalent	2	4	0

**Qualification of all teachers** Schools will report on the qualification of classroom teachers and school leaders employed at the school, based on those staff employed at the school at the end of Term 4 each year. Qualification should be reported at the highest level of attainment. The table below could be used to describe the distribution of qualifications.

Based on your records, record the numbers of teachers with the corresponding highest level of qualification and check that the total matches the total teaching staff above. (NB: The Department of Education and Training does not collect a teacher qualifications record on an annual basis).

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	
Diploma	2
Certificate	

\*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 \$[INSERT VALUE].

This information can be calculated from OneSchool data.

The major professional development initiatives are as follows:

Details regarding in-kind professional development activities undertaken (e.g. mentoring or peer learning circles) can also be included. Outline in dot point form.

The major professional development initiatives are as follows:

In 2016 staff had opportunities for Professional Development in Literacy, Reading, English and Maths Planning, Behaviour management, Mathematic workshops, OneSchool processes, HR training and workshops.

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

The proportion of the teaching staff participating is to be reported as a percentage.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	94%

### 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 2016.

# Performance of Our Students

## Key Student Outcomes

In this section delete those tables and paragraphs that are not applicable to your school, or simply enter 'N/A'. Information published in the tables below must maintain the privacy of individual students. For cohort sizes less than five it may be difficult to report certain information and maintain student privacy. More information on privacy requirements is contained in the Annual Reporting Guidelines for the Annual Reporting Policy for all Queensland Schools. Where privacy concerns are evident, principals need to inform their P & C Association and replace the tabular information below with narrative or descriptive comment in each of the categories.

## 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).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	94%	96%

\*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%.

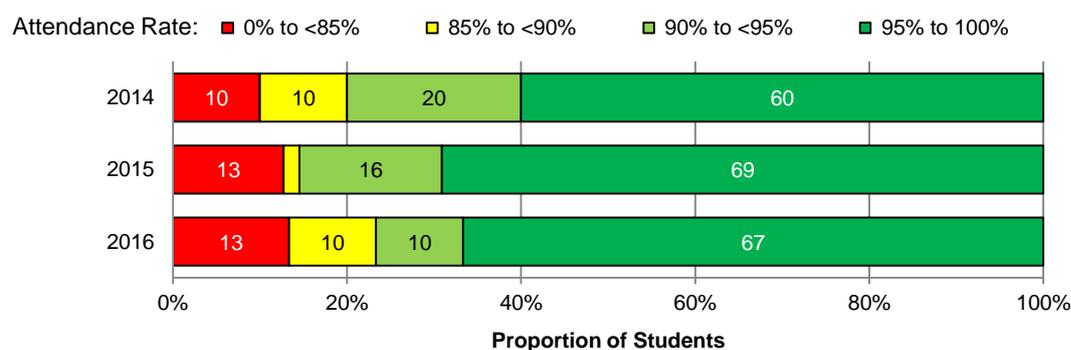
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	97%	93%	93%	87%	95%	89%						
2015	90%	86%	92%	97%	97%	97%	97%	100%					
2016	DW	95%	86%	94%	99%	95%	97%						

\*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.

In this section, describe the procedures your school takes when the attendance requirements of the compulsory schooling or compulsory participation phase are not met by a student, for a part of a day or for longer periods. Include a description of how your school implements roll marking processes, including when rolls are marked and how your school follows-up absences with parents.

In addition, list key strategies that are being used to increase attendance.

Rolls are marked electronically twice a day. At approximately 9am each morning after the rolls have been marked, Parents/Guardians of those who are absent are phoned to obtain a reason for the absence. Wolvi State School has a major focus on positive behaviours and strategies to enhance attendance and works with parents to inform and develop an understanding of the value and importance of attending school every day. The school works with parents to find solutions.

## NAPLAN

The school results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.

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

Suburb, town or postcode

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 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.

