

Osborne State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This is the Annual Report for the 2015 school year. Throughout the year, the school community continued working towards achieving the goals set out in the School Strategic Plan (2013-2016). The school priorities included:

- Reading – explicit teaching of reading
- Writing – explicit teaching of spelling, punctuation and grammar
- Numeracy – explicit teaching of numeracy skills
- Attendance
- Staff Capacity Building

Sharratt Focus School Priorities

1. Shared Beliefs and Understandings
2. Use a Case Management Approach
3. Cross-Curricular Literacy Connections
4. Shared Responsibility and Accountability

OUR VISION For our students to have every opportunity to obtain a quality education and develop life-long learning skills

OUR PURPOSE In partnership with parents, our purpose is to create positive learning experiences within a comfortable, challenging, safe and happy environment with emphasis placed on individual needs and learning styles.

School progress towards its goals in 2015

School Priority	Strategies	Performance Indicators	Progress
Successful Learners	Continued implementation of the Australian Curriculum for the Learning Areas as they are released. Continued focus on improvement in Reading, Writing (Spelling, Punctuation and Grammar) and Numeracy outcomes. Continue to implement and embed whole school internal monitoring process to track student progress for Reading, Writing and Numeracy Continue to develop cross curricular literacy connections. Improve school attendance.	Staff implementing the Australian Curriculum by adapting / adopting C2C units. Australian Curriculum is implemented and embedded in all year levels of the school. Student outcomes in Level of Achievement Data (LOA) – all students to be achieving a C or above in English, Maths and Science. Parents surveyed indicate that ' <i>Osborne State School is developing their children's literacy and numeracy skills.</i> ' Year 3 and 5 achieving greater than the expected growth rate in MSS (80 points or more) in all areas of NAPLAN testing. Prep – Year 3 students are achieving at or are above PM Benchmarks as identified in the School Assessment Overview. Students surveyed indicate that ' <i>my teachers provide me with useful feedback about my school work.</i> '	During 2015, staff continued with the implementation of the Australian Curriculum by adopting and adapting the resources from the C2C units of work to suit our school context. The Australian Curriculum has been embedded in the areas of English, Maths, Science, History and Geography and will continue to be implemented and embedded as other curriculum areas are made available. Throughout the year, individual student profiles and classroom data walls were used to track student

		<p>Student outcomes in NAPLAN and School Internal Assessments with students achieving greater than expected growth in MSS (NAPLAN).</p> <p>Whole school average attendance to improve.</p> <p>Parents surveyed indicate that <i>'the school encourages me to take an active role in my child's education.'</i></p>	<p>progress. Funding from the 'Great Results Guarantee' was used and good progress was made towards the targets set down in the agreement. The majority of children achieved a C or above in all subject areas and most Prep-3 students were achieving at or are above PM Benchmarks as identified in the School Assessment Overview.</p> <p>Students did not achieve greater than the expected growth rate in MSS (80 points or more) in all areas of NAPLAN testing. Parent opinion survey data indicated that 100% of parents were satisfied that the school was <i>developing their children's literacy and numeracy skills and that the school encourages me to take an active role in my child's education.</i></p>
Great People	<p>Continue to implement and embed highly effective teaching strategies to engage students in Reading, Writing and Numeracy. Review and implement Developing Performance Framework for all staff linked to systemic and school priorities.</p> <p>Continued development of leadership skills of the principal through the annual Principal Performance and Development Plan process. Maintain and develop mentoring and feedback opportunities through professional relationships with neighbouring band 5 & 6 schools within the cluster. Maintain and extend innovative systems that will allow frequent collaboration with colleagues in other small schools with the aim of developing and sharing professional knowledge and skills.</p>	<p>High-yield strategies for Reading, Writing and Numeracy are embedded in classroom practice.</p> <p>Staff surveyed indicate that <i>'they feel confident in their knowledge of evidence-based teaching and learning practices.'</i></p> <p>Staff have Performance Plans which are discussed, implemented and reviewed regularly and are utilised as a basis for improvement.</p> <p>Staff are satisfied that <i>'they receive useful feedback about their work.'</i></p> <p>Principal Performance and Development Plan completed and reviewed with ARD.</p> <p>Staff surveyed indicate that <i>'Osborne State School encourages coaching and mentoring activities.'</i></p> <p>Student outcomes in science. Student are meeting reading benchmarks.</p> <p>High-yield strategies for Reading are embedded in classroom practice.</p> <p>Staff surveyed indicate that <i>'they feel confident in their knowledge of evidence-based teaching and learning practices.'</i></p>	<p>Throughout the year, high-yield strategies for reading, writing and numeracy were implemented in classroom practice. This resulted in improvement in performance in these areas for most students. Staff opinion survey data indicated that 100% of staff were satisfied that <i>they feel confident in their knowledge of evidence-based teaching and learning practices, they receive useful feedback about their work, Osborne State School encourages coaching and mentoring activities and that they feel confident in their knowledge of evidence-based teaching and learning practices. Osborne State School continued to actively participate with neighbouring schools in the Band 5/6 cluster to enhance professional learning and feedback opportunities.</i></p>
School Performance	<p>Embed innovative systems that will allow frequent collaboration with colleagues in other small schools with the aim of developing and sharing professional knowledge and skills. Develop and implement a 'case management approach' to student learning and achievement.</p> <p>Continue to develop systems within OneSchool that will track individual student performance and individual program interventions across the years of schooling.</p>	<p>Student outcomes in science – all students achieving a C or above.</p> <p>Differentiation is evident and embedded in planning documents recorded in OneSchool and evident classroom practice.</p> <p>Students surveyed state that <i>"teachers clearly explain what is required in my school work"</i>.</p> <p>Staff surveyed indicate that <i>'they have the required skills to use the necessary information and communication technologies to do their job at this school.'</i></p> <p>Staff surveyed indicate that <i>'they have access to quality professional development.'</i></p> <p>Staff surveyed indicate that <i>'they are confident in meeting the learning needs of all the students at this school.'</i></p>	<p><i>During 2015, the school continued to participate in the S4 – Supporting Small School Science program, enhancing students science learning opportunities throughout the year. 60% of students achieved a C or above in the science. 100% of students indicated that teachers clearly explain what is required in my school work. 100% of staff indicated that they are confident in meeting the learning needs of all the students at this school, they have the required skills to use the necessary information and</i></p>

	Develop staff members' knowledge and skill in the use of the One School dashboard. Develop staff member's skills in the analysis and use of data to drive student improvement.		<i>communication technologies to do their job at this school and that they have access to quality professional development.</i>
Regional Support' and 'Local Decision Making'	Implement and embed strategies for reporting to parents that will focus on learning improvements. Offer advice on how parents can help students to achieve their learning goals. Continue to implement and embed Parent and Community Engagement Framework. Continue to embed Learning and Well Being Framework Continue to engage and influence the current school community, especially the community beyond the school, with a view to increasing student enrolments in the future.	Parents surveyed indicate that 'Osborne State School provides them with useful feedback about their child's progress.' Parents surveyed indicate that 'this school encourages me to take an active part in my child's education.' P&C Association membership to increase from 6 to 9. Parents are surveyed indicate that 'this school encourages me to participate in school activities.' Parents surveyed indicate that 'this school asks for my input.' Parents surveyed indicate that 'this school celebrates student achievement.' Parents surveyed indicate that student 'behaviour is well managed at Osborne State School.' Parents surveyed indicate that 'this school has a strong sense of community'	100% of the parents agreed that Osborne State School provides them with useful feedback about their child's progress, this school encourages me to take an active part in my child's education, this school encourages me to participate in school activities, this school asks for my input and that this school has a strong sense of community. 87.7% of parents agreed that behaviour is well managed at Osborne State School. Throughout the year, active P&C membership remained static at 6 members.

Future outlook

Key Areas for Improvement which have been identified in the 2014 Annual Implementation Plan are:

Reading – explicit teaching of reading

Writing – explicit teaching of spelling, punctuation and grammar

Numeracy – explicit teaching of numeracy skills

Attendance

Staff Capacity Building – build capacity through professional development and conversations

Under the 2016 Investing for Success Agreement our school will aim to:

- Increase the percentage of Prep – Year 2 students achieving a 'C' standard or above in English from 33% in 2015 to 100% at the end of 2017.
- Increase the percentage of students achieving Regional and School-Determined Reading Benchmarks from 42% in 2015 to 90% at the end of 2017.
- Ensure every student accessing a different year level curriculum through an Individual Curriculum Plan will achieve a "C" standard or better against the relevant year-level achievement standard.

We will achieve this by:

- Creating safe, inviting and positive learning experiences within a comfortable, challenging, safe and happy environment.
- Providing a differentiated curriculum based on individual learning needs and styles.
- Providing explicit targeted instruction based on high yield, research based teaching strategies.
- Setting individual learning goals for each student to strive to achieve.
- Celebrating learning.

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	12	4	8	4	73%
2014	14	2	12	6	73%
2015	15	4	11	7	68%

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 2015, 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:

The 2015 the school population consisted of students from Anglo-Saxon, Aboriginal, Torres Strait Islander and South Sea Islander backgrounds. Around half of the students live in the rural surrounds of the school, whilst the rest travel out to the school from the town of Home Hill. The school community group consists of a diverse mix of family groups including nuclear families, extended families, single parents and informal adoptive families. Within these family groups, there is a mix of employed and unemployed parents and carers.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	15	11	11
Year 4 – Year 7 Primary			
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	2	4	15
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.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings include:

- A multi-age classroom in a small rural school that provides for ability based / differentiated learning.
- The Australian Curriculum: English, Maths, Science, Geography and History being implemented through the use of the C2C unit of works. Essential Learnings form the basis of all other areas for teaching and learning. The Essential

Learnings cover "Ways of Working" and specific "Knowledge and Understanding" in each KLA. These KLAs are formally reported on at the end of each Semester

- Integrated approach to learning incorporating Literacy and Numeracy skills across learning in other curriculum areas, such as SOSE, Science, Technology and The Arts.
- Information and Communication Technologies - integrated into all areas of the curriculum. All students have access to Computers including email and Internet.
- School Curriculum Camps and Excursions
- Regular links with other small schools in the district through programs such as Jarvisfield, Osborne, Kalamia State Schools (JOKSS) Fun Days

Extra curricula activities

During 2015, students from our school participated in:

- Interschool Sports and Athletics Carnivals
- Jarvisfield, Osborne and Kalamia State Schools (JOKSS) Days – small school interaction days designed to promote social learning through activities like sports and science.
- Swimming (Term 4) – across whole school
- ANZAC Day Parade
- Home Hill Harvest Festival
- Home Hill Schools Coalition which promotes links between primary schools and the local high school

How Information and Communication Technologies are used to improve learning

Information and Computer Technologies are seen as vital tools for children to use to find, store, manipulate and present data in its various forms. The current computer to student ratio is approximately 1:2. The internet provides students with data sources which extend upon the school's well stocked library. Word processing software has been used to enhance the children's writing skills before publishing their work in any of numerous genres e.g. letters and PowerPoint presentations. Literacy and Numeracy software programs are also accessed by students for learning purposes along with web based educational programs such as Reading Eggs and Mathletics. LOTE (Year 5 and 6) is delivered digitally through iConnect at our school. Student also utilize 4 iPads to enhance their learning in a number of curriculum areas

Social Climate

The small school enrolment ensures all children are well known to each other and to all staff members, giving a "family feel" to the school. The school has an active Parents and Citizens Association that holds annual events such as a Fancy Dress Ball and Trivia Night. The school has access to a Support Teacher Literacy and Numeracy (STLaN), a Guidance Officer and a Speech Pathologist. The school is also supported by the services of Burdekin Rural Health.

At Osborne State School we foster a positive learning environment which encourages all students, staff and the school community to interact effectively with one another. This is reflected in our School Responsible Behaviour Plan which states:

We believe that it is important that members of Osborne State School conduct themselves in a manner, which enables all school members to work. Essential to learning are:

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe.

Code of Conduct

1. I will take responsibility and care for people's feelings and belongings.
2. I will be courteous towards others.
3. I will cooperate with all other people in the school community.
4. I will make sure my behaviour respects and considers others.
5. I will give all school activities my best effort and use common sense at all times.
6. I will show, in my behaviour, that I am proud of Osborne State School.

All areas of Osborne State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan for Students outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Osborne State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules, known as 'The 3Bs', to teach and promote our high standards of responsible behaviour:

- **Be safe**
- **Be responsible**
- **Be respectful**

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. The fair and consistent implementation of this plan has resulted in 100% of parents surveyed agreeing that "my child feels safe at this school" and 87.7% agreeing that "student behaviour at this school is well managed at this school."

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	75%	100%
this is a good school (S2035)	100%	75%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	75%	100%
their child's learning needs are being met at this school (S2003)	100%	75%	100%
their child is making good progress at this school (S2004)	100%	75%	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)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	83%	75%	100%
student behaviour is well managed at this school (S2012)	83%	75%	83%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	75%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	80%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	100%	100%	100%
their teachers motivate them to learn (S2038)	100%	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)	100%	100%	100%
teachers treat students fairly at their school (S2041)	100%	100%	60%
they can talk to their teachers about their concerns (S2042)	100%	100%	100%
their school takes students' opinions seriously (S2043)	100%	100%	75%
student behaviour is well managed at their school (S2044)	100%	100%	60%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	100%	100%	60%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	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%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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

Parent involvement is encouraged at our school in a variety of ways both formally and informally, this is achieved through:

- Fortnightly school newsletters;
- Weekly school parade and awards ceremony;
- P & C functions and fundraising – Fancy Dress Ball, Raffles;
- Report Card Interviews (end of each Semester);
- End of Term/Year – Awards and Celebrations;
- Phone Calls and discussions (both formal and informal) and

Parent volunteering opportunities – classroom activities, excursions/camps/sports, transport.

Students individual needs are addressed through consultation with parents both formally and informally.

Reducing the school's environmental footprint

At Osborne State School, students and staff are encouraged to reduce their environmental footprint by regularly recycling using the school's recycling bins. In 2010, solar panels were also installed and were running during 2011-12 helping us to significantly reduce our power usage, unfortunately this trend has not continued into 2015. Our increase power usage can also be attributed to environmental factors such as increased daily temperatures which has increased our power consumption through the use of air conditioning and fans.

Students and staff at Osborne State School are encouraged to reduce their environmental footprint by acting sustainably in their use of resources such as paper and other consumables in the classroom. This is further encouraged through our close links with the Paluma Environmental Education Centre. Osborne State School does not pay for water as the school relies totally on water direct from underground.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	6,843	0
2013-2014	8,788	0
2014-2015	12,577	

*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.

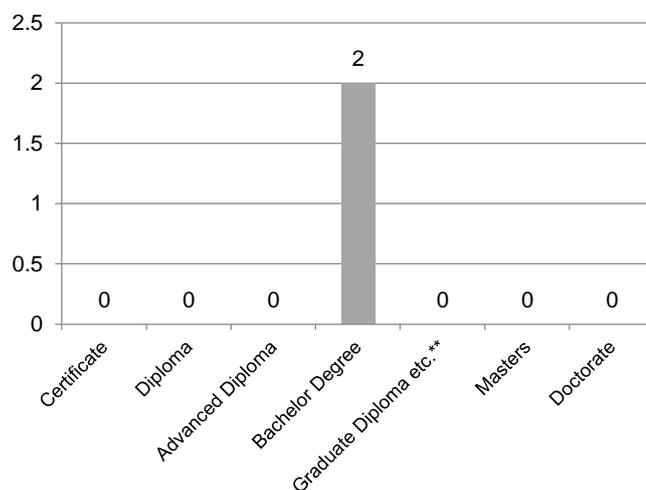
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	0
Full-time equivalents	1	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	2



*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 \$3133

The major professional development initiatives are as follows:

- Guided Reading Instruction with PEEAC Karen Andersen
- First Aid training
- STRIVE (Teachers only)
- Jan Richardson Guided Reading Programme
- Act for Kids - Children in Out of Home Care
- LibCode

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.	93%	97%	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

Sector:

Government

Non-government

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).	93%	84%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	81%	87%

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%.

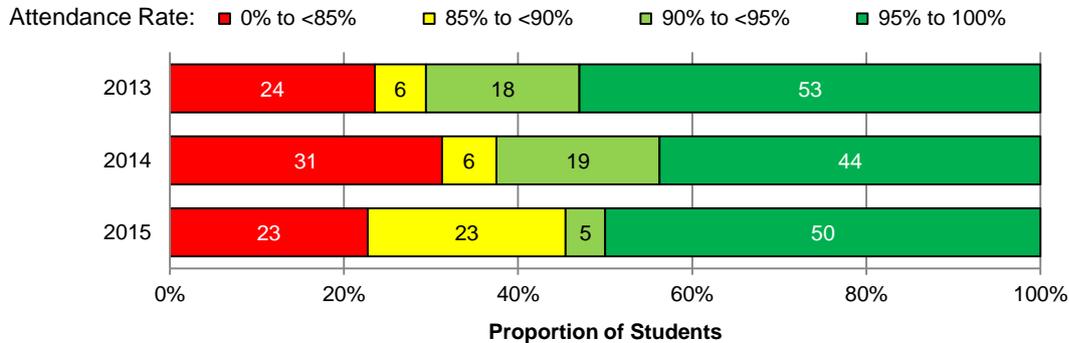
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	96%	94%	88%	DW	98%	88%	91%					
2014	DW	96%	81%	DW	DW	94%	90%	58%					
2015	92%	90%	90%	89%	DW	DW	90%	100%					

*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.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Osborne State School, rolls are marked in the morning during first session and in the afternoon prior to students being released from school. In the event of a student being absent from school without explanation, a follow up phone call or face to face chat will be undertaken with the parent or carer of the student. If a student is continually absent and phone contact cannot be established, a formal letter is mailed to their residential address.

To encourage high attendance rates, we maintain regular contact with parents and carers through face to face interactions – this is known as our “Out the Gate” policy, as staff members regularly walk out the school gate in the afternoon to greet and talk with parents collecting their children from school. Attendance is also encouraged through articles in the school newsletter pertaining to the importance of regular attendance at school. We also encourage student attendance by maintaining a friendly, supportive classroom environment, through our positive behaviour support program, and by awarding certificates for regular attendance.

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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Government

Non-government

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.