



SINCE 1866

Bulimba State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Bulimba State School is one of Queensland's Independent Public School (IPS). It is an enrolment managed Prep to Year 6 Campus with an enrolment of 835 students. The Australian Government My School website reports the school has an Index of Community Socio-Educational Advantage (ICSEA) of 1153. The school is recognised for its innovative practices, high academic achievement and successful community engagement. It is also a leader in sustainability and global citizenship. The school vision clearly encompasses the school's purpose and mantra, "Young Minds Grow in this Garden".

Principal's Foreword

Introduction

Dear Parents, Caregivers and Supporters

The 2016 Bulimba State School (BSS) Annual School Report is a cooperative document reporting on our school's activities and celebrations for the 2014 school year. The School Leadership Team, School Council and Parents' and Citizens' Association work collaboratively and together we share in the success of our school with the community.

2016 has been the third year of Bulimba's journey as an Independent Public School and our School Council progress will be reported on in this document. This year also saw the celebrations of 150 years of education at Bulimba State School.

This report demonstrates the successes that can be achieved when a school community works together to provide quality and equitable education for all its students.

Michael Zeuschner

Principal

"A creative and clever school built on quality educational programs that provide opportunities for students to be innovative, confident and capable learners. A school that challenges its students to be active and informed citizens of the world."



School Progress towards its goals in 2016

In setting our priorities for our 2016 Annual Implementation Plan the following strategies were employed

- A. Implement and monitor consistent pedagogical practices for improved learning outcomes.
- B. Plan for the retention, attainment and transition of students.
- C. Enhanced learning outcomes through engagement in learning.
- D. Further implementation of a Culture of Thinking in P-6
- E. Engaged Learners

Strategy Code and Priority	Initiating	Developing	Consolidating	Established	Embedded
A. Improved reading outcomes through the use of comprehension, ICT and goal setting					
A. Improved writing outcomes through the implementation of a whole school literacy strategy.				2017	
A. Improved numeracy outcomes through proportional reasoning and problem solving.				2017	
A. Improved Science outcomes through mentoring, partnerships and sharing of practice.				2017	
C. Improving learning outcomes for indigenous students					
D. Further development of Bulimba Thinking classrooms					2018
E. Developing programs that offer multiple learning opportunities to engage our learners					
E. The development of the schools Special Education Program					
E. Implementation of Digital Technology Curriculum and STEAM Initiatives				2017	2018

Future Outlook

The School Improvement Plan for 2017 will focus on the following key areas:

The implementation and monitoring of consistent pedagogical practices linked to data to improve learning outcomes for students in the following curriculum areas: Reading, Writing, Numeracy and Science. Our Master Teacher will work with teachers to improve learning outcomes for students in Writing. This will be combined with the introduction of Collegial Coaching which 96% of staff have volunteered to participate in.

A program called Reading to Learn will continue to form the key strategy in to improve literacy outcomes for students. Teaching staff implement this program in their classes with new staff participating in training. Further information is available at <https://www.readingtolearn.com.au/> in the lower school, Investing for Success (I4S) funding will be used to supplement current in classroom support for student learning.

Bulimba State School is focused on having engaged teachers and engaged learners. For teachers, there will be continued professional learning and the introduction of a Collegial Coaching model. This model will continue to promote effective and consistent teaching practices across the school, ensure consistency of practice and build a common language among teachers for discussing the efficacy of literacy and numeracy practice. This process will also facilitate conversations around data to improve student learning outcomes. For students, the continued process of providing a broad engaging curriculum will be a priority.

Italian will be a focus area with establishment of a Sister School relationship with San Filippo IPS in Citta' De Castello. There will be the opportunity for staff to visit this school. We will also commence work with the Italian Consulate and Education Queensland to investigate the option of developing a bilingual program at Bulimba.

The school will continue its working in Proportional Reasoning, the most used numeracy strategy by adults. Resources will be developed for use in the classroom including a glossary of terms, a matrix of year level development and a scope and sequence across year levels

The Bulimba Thinking Classrooms (BTC) will continue as will the embedding of a "Culture of Thinking" in our classrooms. The inclusion of a Thinking Mentor will support teachers in their implementation through in class support, planning and resources. For more information on a "Culture of Thinking" please visit the Visible Thinking website http://www.visiblethinkingpz.org/VisibleThinking_html_files/05_SchoolWideCultureOfThinking/05a_SWCT.html

Our Digital Classrooms program will continue in 2017 with the continued introduction of coding within the curriculum. The school will continue its implementation of the Australian Curriculum's Digital Technologies Curriculum through planning, mentoring and in class support by our Digital Technologies Mentor. In collaboration with our P&C STEAM Team we will provide a suite of out of school hours program to engage our community in digital futures.

Having achieved a 5 Star Environmental school rating from Keep Queensland Beautiful Council in 2014, we will participate Australian Eco School initiative in 2017. Sustainability will be an ongoing focus of our school and we will continue to build and strengthen our partnerships with Tangalooma Eco Marines, Great Barrier Reef Marine Park Authority, United Nations Australia Association and the Stephanie Alexander Kitchen Garden Foundation.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	827

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	793	402	391	10	94%
2015*	808	416	392	7	97%
2016	827	438	389	12	96%

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

Our students come from a range of socio-economic and religious backgrounds. There are a small number of indigenous students, students who have English as a Second Language and as a community we celebrate and value this diversity. Our student body is represented by approximately 50 different nationalities. Most students live within the school catchment area within three kilometres of the school. The school enrolment profile indicates that 97% of the school population are recognized as being within catchment.

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	21	24	24
Year 4 – Year 7	22	27	26

*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

Bulimba provides a broad curriculum which addresses the academic, emotional, social and physical needs of the student. Every child, everywhere, every day and every way has the opportunity to engage in learning in a creative, collaborative and enjoyable way.

- ✓ A curriculum embedded in Sustainability
- ✓ A curriculum connected to Asia literate students
- ✓ A curriculum reflective of Indigenous perspectives
- ✓ Italian for students in Prep to Year 6 which includes visiting Italian Language Assistants
- ✓ Integrated Digital Technology
- ✓ Stephanie Alexander Kitchen Garden program
- ✓ Peer Support – Years 1 - 6
- ✓ Leadership for students – all final year students have a role and responsibility.
- ✓ Year 5 Buddies Program with Prep students
- ✓ Student Council – a place for student voice and decision making.
- ✓ Outdoor Education Camping Program for Years 4 to 6
- ✓ Active Sporting Program – leads the Region in representative students.
- ✓ A program based in visible learning and thinking
- ✓ Junior, and Senior ' Choir "Bulimba's Got Talent"
- ✓ Tangalooma Eco Marines Ambassador Program
- ✓ School term Photography competition

Co-curricular activities

- ✓ Environmental Club (held after school and at lunchtimes)
- ✓ Tennis coaching before and after school
- ✓ GLC Gifted and Talented days (Science, Visual Arts, Music, Mathematics and Sport)
- ✓ Readers' Cup
- ✓ Queensland Kaleidoscope Challenge
- ✓ Chess Club
- ✓ Drama Club
- ✓ Instrumental Music Years 5 to 7 (Woodwind, Brass and Percussion)
- ✓ Beginner Music Camp
- ✓ Strings Program, Piano Lessons , Guitar Lessons
- ✓ Micro Makers, Coding Club
- ✓ Bulimba STEAM Festival a weekend of activities, workshops and displays.
- ✓ Friday afternoon Ju Jitsu Club
- ✓ Extra-curricular activities organised by Outside School Hours Care such as dance club, cricket and soccer.

How Information and Communication Technologies are used to Assist Learning

Embedding ICTs is an integral component of curriculum, teaching and learning and has been a major focus at Bulimba State School for a number of years. In 2012 the P&C completed a project to ensure every classroom had an Interactive Whiteboard. In 2015 Bulimba had whole school wireless coverage and increased connectivity.

Teachers use the two computer labs, Interactive Whiteboards, classroom computers and handheld devices such as iPads to develop children's computer skills and to enhance learning. Teachers and students also use digital cameras, flip cams and the internet across all KLAs.

Students use the Microsoft Suite to create items such as digital newsletters, Webpages and multimedia presentations to support their term units. Web quests, on-line courses and Learning Objects are used to enhance learning opportunities. Students also use Movie Maker to create their own videos.

A range of online and school purchased programs, support and extend students across the school in Mathematics and English. Some of these include; Lexia, Sunshine Readers Intervention Works, Sunshine Readers Non Fiction with a Difference, Clicker 5, A Sound Way, Boardmaker, Spelling City.com, Reading Eggs.com.au, Accelerated Reader, Busy Things, Galaxy Maths, and Mathletics.

Students participate in online Literature Festivals through Author Chats, Book Wraps and Blackboard learning programs through distance education. Staff also make use of ICT for online professional learning opportunities.

Staff professional development has continued in this area with café sessions provided to members of our school staff on particular micro-skills and applications. All teaching staff have a laptop computer and iPad mini for their use. In 2015 iPad minis were provided to all administration and classroom support staff as part of our ICTs professional learning program.

The school also makes use of adaptive technologies to support student access to learning and ability to engage with the curriculum. Recently the school P&C has provided a set of 12 Spheros for students to use within the classroom to code and program.

There is a strong collaboration with parents in this area with the development of partnerships in our local community.

Social Climate

Bulimba's social climate is based on resilience and a culture of trust.

- Our students and parents are highlighted as being significantly above state average in their satisfaction with the school climate according to our School Opinion Survey. Establishing a safe, supportive and caring environment where students, parents and staff feel heard and valued is a goal of every facet of our school. Actively seeking student voice to shape the future of our school and providing programs to develop informed and active citizens for the future, is an integral part of our school philosophy. We are proactive in our approach in ensuring all community members are aware of the appropriate way to interact and seek to address any issues confidentially, sensitively and respectfully.
- Our Parent Support Program which employs a school based Parent Liaison Officer, enables the support of new and established families to become an active member of our school community. This program has been operating successfully in our school for 18 years.
- Peer Support Program in 2016, Year 6 students lead weekly sessions with students from Year 1-6 around topics such as resilience, speaking up, values, friendships)
- BSS Code of Conduct – The expectations, rights and responsibilities of all community members are regularly published, modelled and monitored.
- School Student Leadership Program in 2016 (Years 4-7 students) provided Leadership training initiatives.
- Class meetings encourage 'Student Voice' providing the opportunity for students to have a say about what happens in their school.
- Student Council – enables student voice and decision making by students.
- Setting Up for Success – Each year students review school and class expectations around behaviour, attitude, work presentation and academic achievement.
- Prep School Buddies (Year 5 / Prep Buddy partnerships to help transition to Year 1)
- Environmental Club – held each Monday afternoon from 3.00pm to 4.00pm and run by school staff.
- Workplace Rehabilitation Officer
- Chaplaincy program

Parent, Student and Staff Satisfaction

Parent opinion survey

2014 – 73 participants

2015 – 114 participants

2016 – 97 participants

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	94%	97%
this is a good school (S2035)	93%	95%	97%
their child likes being at this school* (S2001)	99%	97%	98%
their child feels safe at this school* (S2002)	97%	96%	97%
their child's learning needs are being met at this school* (S2003)	89%	91%	98%
their child is making good progress at this school* (S2004)	93%	90%	97%
teachers at this school expect their child to do his or her best* (S2005)	94%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	94%	98%
teachers at this school motivate their child to learn* (S2007)	88%	95%	98%
teachers at this school treat students fairly* (S2008)	92%	93%	97%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	98%
this school works with them to support their child's learning* (S2010)	89%	90%	97%
this school takes parents' opinions seriously* (S2011)	89%	87%	88%
student behaviour is well managed at this school* (S2012)	89%	91%	92%
this school looks for ways to improve* (S2013)	90%	93%	95%
this school is well maintained* (S2014)	92%	91%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	96%	97%
they like being at their school* (S2036)	97%	95%	95%
they feel safe at their school* (S2037)	97%	95%	95%
their teachers motivate them to learn* (S2038)	96%	98%	99%
their teachers expect them to do their best* (S2039)	100%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	93%	96%
teachers treat students fairly at their school* (S2041)	94%	88%	95%
they can talk to their teachers about their concerns* (S2042)	90%	88%	89%
their school takes students' opinions seriously* (S2043)	94%	85%	90%
student behaviour is well managed at their school* (S2044)	89%	93%	87%
their school looks for ways to improve* (S2045)	100%	98%	96%
their school is well maintained* (S2046)	96%	95%	94%
their school gives them opportunities to do interesting things* (S2047)	94%	94%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	100%	98%
they feel that their school is a safe place in which to work (S2070)	98%	97%	100%
they receive useful feedback about their work at their school (S2071)	88%	97%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	97%	95%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	100%
student behaviour is well managed at their school (S2074)	96%	91%	93%
staff are well supported at their school (S2075)	92%	91%	97%
their school takes staff opinions seriously (S2076)	94%	94%	93%
their school looks for ways to improve (S2077)	94%	100%	98%
their school is well maintained (S2078)	94%	100%	100%
their school gives them opportunities to do interesting things (S2079)	96%	97%	96%

* 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

Bulimba State School encourages and welcomes the support of adults (parents, caregivers, grandparents, community members) in our classrooms to enhance and support the teaching and learning program.

Educational research provides strong evidence of the powerful influence which parents have on their children's success in school results and achievements. An influence that is as powerful as any other educational factor, including the role of schools.

We welcome parents into our classrooms but remind them that it is a privilege to share in their child's learning journey whilst respecting the confidentiality of the other students on the journey with their child. Providing parents with a supportive network within our school is seen as a priority due to the large number of interstate and overseas families without extended family support in our community.

A Community Liaison Officer coordinates a Parent Representative Network to ensure each class has parents to help organise classroom parent involvement, social outings and parent support. The Community Liaison Officer also has an important role in our school enrolment process, helping families to successfully settle into our school so that children are happy and ready to learn.

Our Partners in Education (P.I.E) program aims to provide parents with information and practical suggestions that will assist them to support their child's learning as well as attending to their social and emotional wellbeing. Sessions are held by class personnel and outside experts.

In 2016 the school commenced a Master Plan for the school site which involved a Steering Committee including representatives of the Education Department, School Staff, Parents & Citizens Association and School Council. This plan will determine the future development of the site once approved by the Minister.

Bulimba State School Parents and Citizens Association (P&C)

The Bulimba State School Parents and Citizens Association is open to all parents and carers of children attending Bulimba State School. It provides a great opportunity for all parents to be more involved behind the scenes at the school. It aims to develop an energetic and supportive community supporting the children's overall school experience.

The P&C manages the Outside Hours School Care and Tuckshop facilities, School Traffic Safety, Swim Club, Grants, Events, Fundraising and other projects throughout the year. It assists with school planning and contributes significant funds to the school through many great fundraising events throughout the year.

A P&C initiative has been the development of the P&C website. The website is another way that our community can stay in touch with what is happening at our school. The website can be accessed at www.bulimbasspc.org.au

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These programs include the implementation of the Daniel Morcombe Unit of work, Peer Support Year 1 to 6, "Fun Friends" run by our school SEP, Prep Buddies Program and Weekly Class meetings. These programs are supported by the school's Code of Conduct and Responsible Behaviour Plan.

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	2	7	14
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

Our school has a proud history as being a leader in this field. In 2013 the school won the Premier's Award for Sustainability in Schools and followed this in 2014 with being awarded a 5 star Environmental rating by the Keep Queensland Beautiful Council.

The school is continuing to investigate alternate energy production programs. Future increased solar generation is a component of the school and community's sustainability focus. The school now has 12kW of solar generation.

The energy consumption below has increased but this is a result of additional building and increased enrolment. Water consumption increased in 2016 due to the increased need to provide water to school ovals in excess of onsite harvesting facilities. The school can harvest up to 340,000 litres of water.

Bulimba is also involved in a waste reduction and streaming program to reduce waste to landfill. Waste reduction at the school commences with the purchasing of environmentally sustainable products. Food waste is used to feed the school chickens, in our composting system or a worm food for our worm farms.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	202,112	1,620
2014-2015	229,308	717
2015-2016	236,131	1,732

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

School Funding

School income broken down by funding source

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

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	60	32	0
Full-time Equivalent	49	19	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	6
Graduate Diploma etc.**	3
Bachelor degree	46
Diploma	4
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$280,600.00 (16% of school Budget)

The major professional development initiatives are as follows:

- ✓ Proportional Reasoning as a numeracy strategy including problem solving
- ✓ Planning and implementing the Australian Curriculum
- ✓ Goal Setting for students
- ✓ Coaching and Mentoring Training
- ✓ Curriculum Differentiation
- ✓ Jolly Phonics for Prep
- ✓ Maintenance of existing programs, "Culture of Thinking", Words Their Way"
- ✓ Compliance training related to First Aid, Workplace Health and Safety, Code of Conduct and Student Protection.
- ✓ Literacy and Numeracy Training for teacher aides
- ✓ Use of ICT in the classroom.
- ✓ Reading to Learn a whole school approach to reading and writing.
- ✓ Practitioner Research an Inquiry Cycle for teachers to research a challenge of practice.
- ✓ International Teacher Professional Exchange with Italian Sister School

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	90%	91%

*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%.

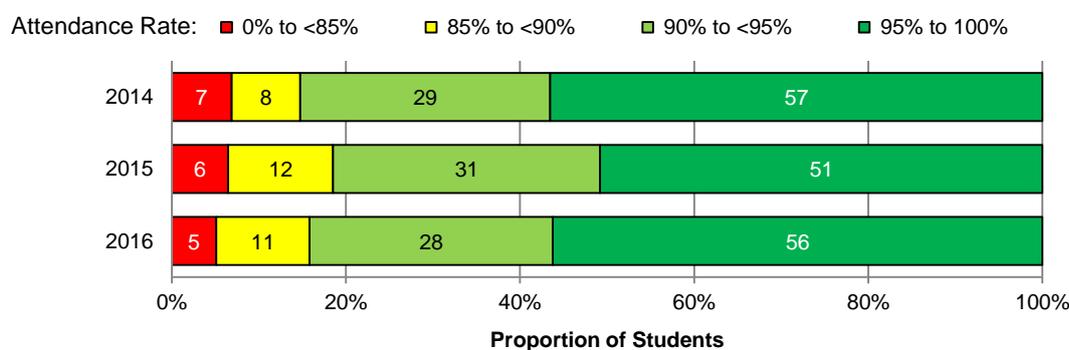
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	94%	94%	94%	95%	95%	95%	95%					
2015	94%	93%	94%	94%	94%	94%	94%						
2016	93%	94%	95%	95%	94%	95%	94%						

*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.

Bulimba State School employs a messaging system that reports unexplained absences daily. After an absences of three consecutive days or regular intermittent absences class teachers or school Deputy Principals contact parents or caregivers to inquire about well-being of the child. Support is offered to families by the school Parent Liaison Officer or Guidance Officer.

NAPLAN

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

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

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