



Pindi Pindi State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Pindi Pindi State School has provided a quality educational program in a rural setting for students from the Preparatory Year to Year 6 since 1928. The curriculum offers children opportunities in Key Learning Areas, with a strong focus on Literacy and Numeracy. The school has one class with two classroom teachers sharing the curriculum with specialist teachers for LOTE (German) and The Arts. Our students are also supported by a Support Teacher (Literacy and Numeracy) fortnightly, four permanent part-time teacher aides, other support staff on a needs basis and a passionate P & C committee. The school site comprises a large oval, and undercover play areas. In addition to the refurbished 1920's double classroom structure, the school has two additional classroom sized buildings, providing space for a designated library and community use. From 2017, the school has provided a fortnightly playgroup registered with Playgroup Queensland – Pindi Pindi Possums Community Playgroup. Two of the three building have Interactive Whiteboards for teaching and learning and laptops for student use. The school is part of a cluster of schools that work together with regards curriculum and extra curricula activities. Throughout the year students participate in various academic, cultural and sporting activities with students of the other schools within the Northern Highway cluster.

## Principal's Foreword

### Introduction

The intent of this report is to celebrate success and communicate future directions to the school and wider community. This report will be shared with the community via the schools website; a hard copy is available on request at the school office and also through the school's P&C association. As a State School, we are proud to encompass the purpose and vision of Education Queensland, believing that our purpose is to achieve the best educational outcomes for every student in our school community

### School Progress towards its goals in 2016

The focus areas for 2016 were:

- Writing
- Northern Highway Cluster Initiative – C2C English Units: Visible Learning
- Productive Partnerships (including resilience)

During 2016, Pindi Pindi State School:

- Continued implementation of Seven Steps to Writing Success Program and Spelling Mastery across the school (and will implement the Spelling Mastery Program)
- Started increasing writing stamina across the school with the use of Drop Everything and Write.
- Took on THRASS as a Northern Highway Cluster initiative
- Northern Highway Cluster Initiative – C2C English Units: Visible Learning:
  - started using learning displays which included the GTMJ's and Modelled Responses for each assessment and samples of student work that met expectations within the GTMJ's for each C2C English for each cohort (P-2, 3/4, 5/6)
  - participated in English curriculum cluster planning days (once a term) to unpack and prepare for the next term's units.
- Productive Partnerships:
  - Introduced Bounce Back program – A Wellbeing and Resilience Program
  - Attended Early Years Network Meetings (once per term)
  - Celebrated school achievements in the local monthly community newsletter – The Rural Recorder

## Future Outlook

### AUSTRALIAN CURRICULUM: ENGLISH (Cluster Initiative) – Explicit Improvement Agenda

<b>STRATEGY ONE – Building a deeper understanding of Australian Curriculum English. (Successful learners, Teaching quality, Principal leadership and performance, School performance, Local decision making)</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Create and display the non-negotiable components of Learning Displays in each classroom: GTMJ's, exemplars, metalanguage, student work samples and know/do charts, throughout each English unit.	<b>100% of classrooms have Learning Displays in classrooms and include the non-negotiables</b>  <b>100% of teachers are familiar with how to modify GTMJ's for multi-age contexts (utilise the content descriptors and achievement standards).</b>	Ongoing	Teachers Teacher Aides
<b>Modify (adapt/adopt) GTMJ's</b> for multi-age contexts and building teacher capacity around unit metalanguage. <i>(Supported by I4S Funding)</i>		T1 W10 T2 W10 T3 W10	HOC Teachers
Share Learning Displays at planning days and receive peer feedback and moderation of displays. <i>(Supported by I4S Funding)</i>		T1 W10 T2 W10 T3 W10	HOC Teachers
<b>Formalise the cluster moderation and feedback process.</b>		T1 afternoon & T4 SFD	HOC Principal
<b>Collaborative planning - a consistent whole school/cluster approach to planning.</b>		Ongoing	HOC Teachers
<b>STRATEGY TWO – Building teacher capacity around goal setting and feedback to students in a variety of ways (individual, group, whole class) in relation to Australian Curriculum English. (Teaching quality, Principal leadership and performance, School performance, Local decision making)</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Create a task force to gathering appropriate research around effective goal setting/feedback (ie. Hattie, Marzano, and Archer).	100% of students who can clearly articulate what their next goal for improvement is in English	Semester 1	identify key teachers who have a good grasp of Learning Displays to join task force
Provide appropriate professional development opportunities for teachers around goal setting and feedback as identified by Task Force.	<b>Each teacher is observed and receives feedback around their classroom goal setting and feedback culture within their classroom.</b>	Semester 2	task force
Provide teachers with observation/feedback ground giving effective feedback to students.		Semester 2	Teachers HOC Principal

#### CLUSTER SUCCESS INDICATORS:

- 45% of Year 3 students achieve in the U2B of Reading across the cluster *(increase from baseline data average 2015/2016 of 39.11%)*
- 45% of Year 3 students achieve in the U2B of Writing across the cluster *(increase from baseline data average 2015/2016 of 27.39%)*
- 17% of Year 5 students achieve in the U2B of Writing across the cluster *(increase from baseline data average 2015/2016 of 6.72%)*
- 85% of students in P-6 to achieve C or better in English across the cluster *(an increase from the baseline data 2015/2016 of 78.3%)*

### Productive Partnerships – Explicit Improvement Agenda

<b>Strategy – Actively engage local and school community to create and/or enhance productive partnerships to benefit students and the school community (Successful learners, Teaching quality, Principal leadership and performance, School performance, Local decision making)</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
School to become a member of Playgroup Queensland		January	Principal
Introduce a fortnightly playgroup staffed by school.	8 – 10 families regularly attending (at least 3 of the 5 days per term).	Fortnightly	Playgroup Co-ordinator

Continue involvement in the Northern Highway Early Years Network – with the other schools in the cluster, local child care providers and C & K.	Attend and contribute at every meeting	Week 5 each term	Playgroup Co-ordinator
Introduce student leadership group meetings to empower the student body to have a voice in the school community and decision making process.	All Yr 4 – 6 students involved in making decisions with school for the benefit of the student body	Twice per term	Principal School Captains
Promotion on the school in the local media – recognition of staff and student success and achievements (The Rural Recorder, The Midweek and The Daily Mercury)	Rural Recorder Midweek The Daily Mercury	Monthly 2 / term 1 / term	Aide - MW Principal
Review Responsible Behaviour Plan for Students to include any changes made 2016/17.	100% involvement in review	Term 1/2	Principal Permanent staff P & C committee
Provide opportunities for parents to participate in training / information sessions on school programs, positive parenting.	75% attendance	Mostly Term 1/2 (ongoing)	Principal
Review behaviour data on OneSchool once per term as part of staff meetings for trends, concerns	100% students achieving Satisfactory or higher for Behaviour/Effort	Once per term	Principal Permanent staff

#### Attendance

Strategy – Continue to promote Every Day Counts philosophy within the school and wider community (Successful learners, Principal leadership and performance, School performance, Regional support, Local decision making)			
	Targets	Timelines	Responsible Officer/s
Prize and recognition in newsletter for 96% or more attendance each term	100% attending more than 92%; 85% attending 96% or more	Ongoing	Principal Aide - DL
\$ Voucher and Principal Certificate for 96% attendance or more for the school year on Awards Night	85%	End Term 4	Principal Aide - DL
Recognition in the local community newsletter – The Rural Recorder	100%	Monthly	Aide - MW

## 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
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	27	14	13		87%
<b>2015*</b>	17	9	8		84%
<b>2016</b>	18	7	11		100%

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.

## Characteristics of the Student Body

### Overview

This rural school services a farming community (cane, cattle) with many current students following previous generations enrolled at the school. There were no ESL or indigenous students enrolled in 2016.

### 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	15	17	19
Year 4 – Year 7			
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

Our curriculum is planned, implemented and reviewed annually and the curriculum is being brought into line with the National curriculum. By 2020 it is expected that all Queensland State Schools will be teaching Australian Curriculum for all subjects. In 2016, English, Mathematics, Science, History, Geography and the health component of Health and Physical Education were based on the Australian Curriculum. All other Key Learning Areas were still based on the Queensland curriculum.

The advantage of a Teaching Principal is that the position requires immersion in all syllabus development, and this discussion has been passed on to teaching staff, who have also maximised their professional development in this area. In 2016, Pindi Pindi State School continued to operate as a one class school which meant that there was room for each student to work with others at their level of expertise, while taking advantage of modelling by more advanced students. We employed sufficient teacher aides to allowing the teacher to organise explicit instruction at several levels.

Our timetable included daily literacy and numeracy sessions, using a combination of commercial programmes including Spelling Mastery and Signpost Maths. THRASS was adopted across the Northern Highway Cluster as a way of improving student reading, writing and spelling skills. Online learning programs (Study Ladder - Spelling, Reading Eggs and Zoowhiz) were also sourced to support students with the development and consolidation of literacy and numeracy skills too. The school also utilised the IMPACT Centre to boost students who were on the cusp of Upper Two Bands in Reading, Writing and Numeracy.

### Co-curricular Activities

In 2016, our students were involved in a variety of extra-curricular activities:

- Anzac Day Ceremony;
- Small Schools Athletics;
- Representative Sports – 45% of our 9-12 yr olds represented Small Schools at the Northern Highway Cluster Athletics Carnival, and 40% ;
- Mackay Regional Show Art Competition – 94% participation, 1 x 2<sup>nd</sup> prize, 1 x 3<sup>rd</sup> prizes, 1 x Highly Commended
- Premiers Reading Challenge – 94% participation;
- ICAS Academic Competition: English – 7 participants (achieved 3 Distinctions and 4 Participation)
- ICAS Academic Competition: Mathematics – 7 participants (achieved 2 Distinctions, 2 Credits and 3 Participation);
- Life Education;
- CQU Identity program (Years 5/6);
- Scholastic Book Fair;
- Performances at Mackay Entertainment and Convention Centre – The Peasant Prince.
- Whitsunday Voices Literature Festival;
- QCWA Annual Colouring Competition; and
- Sports Visits – AFL and Cricket

The students also raised money for the CQ Rescue Chopper Service.

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

There were 16 internet enabled laptop computers. These computers were in constant use for various subject areas. ICTs are embedded within the Australian Curriculum subject assessments. The students also used several online Literacy and Numeracy programs for learning – Study Ladder, Reading Eggs / Eggspress and Zoowhiz. Cameras, sound recording equipment and video equipment were used to enhance learning through a range of media such as Powerpoint, Publisher, Photo Story and Movie Maker. Several students were also involved in extension programs in Literacy, Numeracy and Critical Thinking via Brisbane School of Distance Education using iConnect, Blackboard and Collaborate. Pindi Pindi also has an interactive whiteboard set up in both classroom spaces which enhanced the delivery of the Australian Curriculum in a fun and engaging manner.

## Social Climate

### Overview

All learning at Pindi Pindi State School is founded on high expectations and the four values of our school; being responsible, being respectful, being safe and being a learner. The community and previous students have ensured our school has a sustained reputation for a safe, supportive and disciplined learning environment, which has drawn students from outside our catchment area. Parents work closely with staff when behaviour issues arise and no significant behaviour problems have arisen for at least 14 years. To ensure this ethos is maintained, very specific school rules are revised each year with the students so they have ownership in and appreciate the reasoning behind each. The revised list is distributed for parent input. The whole community cooperates in behaviour management. If issues of bullying do arise, they are dealt with immediately, by the principal and all students are reminded of the schools Responsible Behaviour Plan.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	88%	71%
this is a good school (S2035)	100%	100%	75%
their child likes being at this school* (S2001)	100%	100%	75%
their child feels safe at this school* (S2002)	83%	100%	88%
their child's learning needs are being met at this school* (S2003)	100%	100%	63%
their child is making good progress at this school* (S2004)	100%	88%	50%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	88%	63%
teachers at this school motivate their child to learn* (S2007)	100%	88%	63%
teachers at this school treat students fairly* (S2008)	83%	100%	71%
they can talk to their child's teachers about their concerns* (S2009)	83%	100%	63%
this school works with them to support their child's learning* (S2010)	100%	100%	63%
this school takes parents' opinions seriously* (S2011)	83%	88%	71%
student behaviour is well managed at this school* (S2012)	83%	100%	88%
this school looks for ways to improve* (S2013)	100%	100%	75%
this school is well maintained* (S2014)	100%	88%	88%

#### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	93%	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)	86%	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%	80%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	93%	100%	100%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	93%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	89%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	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%	89%	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%

\* 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

We have an open door policy and encourage parents and carers to be involved as much as possible in all aspects of school life. We have parent volunteers assist with reading and sight words (usually before school, to minimise classroom disruption) sport and excursions. Community members are encouraged to commit to regular volunteer work in the classroom and thus become involved in delivery of work programmes for groups and individual students. During the last 14 years, a dozen community members have undertaken the Certificate III in Education, which gives them an insight into all aspects of the school: five of these are now employed as Teacher Aides: three have continued to teaching degrees and are working at schools within our cluster

The P&C concentrate on fundraising activities which facilitate community interaction to promote our school in a positive manner – The Cancer Council's Biggest Morning Tea, Calen Fishing Classic. Parents & community members are invited to all functions hosted by the school throughout the year (Leaders Induction, End of Term learning celebrations, Awards Night, ANZAC Day ceremonies, Sports Carnivals, working bees).

### Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. We introduced the Bounce Back program for Wellbeing and Resilience in 2016.

## 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	0	0
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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	8,985	0
2014-2015	11,095	
2015-2016	13,750	

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

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>. To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

#### Find a school

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	2	6	0
Full-time Equivalent	2	2	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
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 \$7730. The major professional development initiatives are as follows:

- Effective learning and teaching;
- CQR Principals Conference;
- THRASS training
- Curriculum/Cluster Meetings and Planning Days; and
- First Aid

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.	99%	99%	99%

#### 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

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

\*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%.

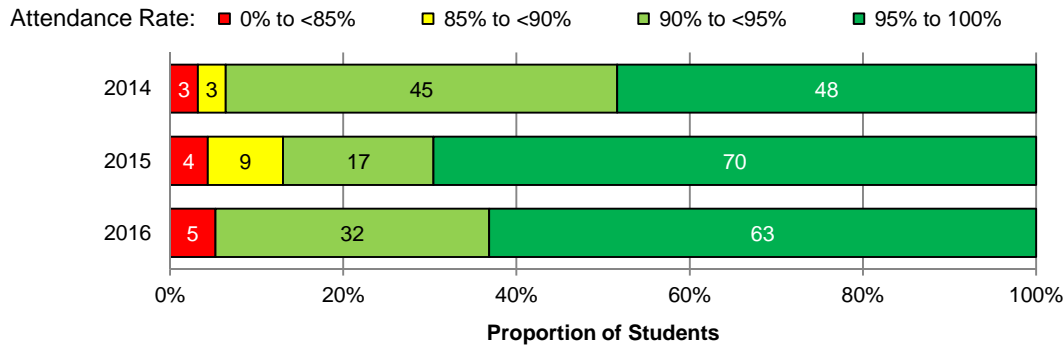
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	DW	95%	96%	97%	95%	96%	82%						
2015		94%	96%	99%	93%	96%	94%	DW					
2016	94%	DW	97%	93%	98%	96%	96%						

\*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. Manual rolls were marked by classroom teachers each morning and afternoon and updated through the day if the situation changed and this information was entered into One School by administrative staff twice a week. Parent explanations for absences – notes/calls/SMS are collated in OneSchool. If a student is absent without explanation by 9.30a.m. (half an hour after school commences) parents are contacted by a staff member.

To encourage regular and/or increased attendance within our school, students who attend 96 - 99% of each term are rewarded with a prize of their choice from the treasure chest on the last day of each term on parade and are acknowledged in school newsletters. Students who achieve 100% attendance each term also receive a certificate. Students with 100% attendance over the year are acknowledged on Awards Night with a certificate and a voucher from Amart All Sports or a QBD Bookshop (Caneland Central) – their choice. Students who have 96% - 99% attendance over the whole year are also be acknowledged on Awards Night with a certificate and a smaller voucher from either store. *Please note: student absences due to weather events such as flooded creeks and cyclones are not be counted.*

## NAPLAN

The data on Year 3 encompasses all Year 3 students from 2012 – 2016. 75% of Year 3 students have performed above National Minimum Standard in Reading, with 60% of those students achieving within the Upper Two Bands. 90% of these students also performed above National Minimum Standard in Writing with 35% achieving within the Upper Two Bands. 70% performed above National Minimum Standard in Spelling with 30% achieving within the Upper Two Bands. 80% performed above National Minimum Standard in Grammar and Punctuation with 30% achieving within the Upper Two Bands. 70% have performed above National Minimum Standard in Numeracy with 35% achieving within the Upper Two Bands.

Collectively from 2012 – 2016, 80% of Year 5 students have performed above National Minimum Standard in Reading with 30% of those students achieving within the Upper Two Bands. 70% of these students also performed above National Minimum Standard in Writing. 80% of these students also performed above National Minimum Standard in Spelling with 10% achieving within the Upper Two Bands. 70% of these students also performed above National Minimum Standard in Grammar and Punctuation with 30% achieving within the Upper Two Bands. 70% of these students also performed above National Minimum Standard in Numeracy with 10% achieving within the Upper Two Bands.

We use NAPLAN data alongside the internal monitoring data to continue to monitor student performance and improvement.

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

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.