



Burnside State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Burnside State School is situated in the hinterland suburb of Burnside in Nambour on the Sunshine Coast in Queensland. Burnside State School opened in 1978. The school has an enrolment of approximately 480 students ranging from the Preparatory Year through to Year 6, including those in the Early Childhood Development Centre, which caters for students aged from 0 to 6 years who have a disability. The Special Education Programme (SEP) is under the direction of a Head of Special Education Services and caters for students with a disability from Prep to Year 6. Burnside State School achieves its mission by identifying and responding to the needs of individual students.

Our school community is supported through the three following principles:

- In our teachers we trust,
- In our students we believe, and
- In our community we belong.

The core values of the school are Safety, Respect and Learning, which form the basis of the School Wide Positive Support/Learning Program.

Burnside State School has been identified by the region as a 'Champion School' supporting the embedding of Indigenous perspectives within the curriculum and all facets of school life. The school plays an important role in the community by providing an Indigenous Playgroup and a Community Playgroup twice a week onsite. As a Next Steps Focus School we are committed to improving the learning outcomes of Indigenous students and the school has close links with the local Indigenous community. The playgroups encourage early literacy development and assist in the transition to school.

The school employs a Chaplain and a 0.4 behaviour Support Teacher who assist families where required and who also work with the students on various social emotional programmes.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

This annual school report provides an overview of strategies implemented at Burnside State School in 2016. It outlines our achievements and highlights, outstanding level of commitment and work implemented by our staff, students and community to continue the improvement journey of our school.

We support our students at Burnside State School through focused improvement in key areas. These are:

1. **ACADEMIC** – improving student outcomes in reading, number and spelling
2. **BEHAVIOUR AND ENGAGEMENT**: utilising SWPBL to recognize positive behaviour and support those with particular needs, and valuing school attendance
3. **COMMUNITY** – improving our participation and engagement within and beyond the school gate

Academic

School curriculum	Continued focus on curriculum development across all year levels using C2C as a key resource	Teachers offered termly planning days to prepare for following term and to moderate work from current units Commencement of shared knowledge and moderation with Nambour College (Nambour Alliance established)	Engagement with Regional support staff to review and begin to develop Indigenous Perspectives Framework Principal and Deputy attendance at 'Ration Shed' Sleep Out in Cherbourg to enhance knowledge and understanding
Reading	Continuation of consistent benchmarking system with intensive focus on comprehension strategies to support reading	Introduction of goal setting to support teaching of reading and comprehension strategies.	Introduction of 'whole school' intervention approach to improve reading and comprehension skills Master teacher engaged in coaching within the strategy
Spelling	Continued THRASS focus within the classrooms	Teachers provided with opportunities to review and utilize C2C spelling resources in conjunction with classroom programs	Teachers agreed to adopt C2C spelling in line with year level planning
Numeracy	Continued focus on teacher skillsets with 'Back to Front' Maths to support student understanding of key concepts in number	Teachers offered PD and coaching to support use of program within classrooms	Maths Coach/ HOC utilized to support teacher development and modeling of lessons

Behaviour and engagement – (utilising SWPBL to recognize positive behaviour and those with specific needs, and improving attendance)

Behaviour	Continuation of bravos (reward tickets) Awards on parade – weekly	Teachers continue training in Essential Skills in Classroom Management Continued refinement of school procedures and	Part-time behaviour teacher employed to support identified children and families Behaviour support teacher utilized to assist students
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	Term reward – special parade to end each term	programs through the SWPBL team	within intervention approach
Attendance	Review of attendance rates for students Rewards for positive attendance rates across class and year levels	Teachers promote class attendance and reduced ‘unexplained’ absences to win termly award – ten pin bowling	Administration follow up with long term absenteeism issues with family

Community participation and engagement

participation	Provide opportunities for parents to participate in school activities	Continued provision of playgroups at school	HOCS to provide training for parents in reading and numeracy
Engagement	Engage with the Salvation Army to introduce a brass band for students	Increased participation in events and programs with The Smith Family	Continued partnership with Sunny Kids to support students and families

Future Outlook

2017 Explicit Improvement Agenda

READING, WRITING, NUMERACY, U2B and POSITIVE BEHAVIOUR AND ATTENDANCE

<p>Reading</p> <p>Provide PD in staff meetings, SFDs, team meetings, planning and moderation forums which will</p> <p>Build on the 2016 implementation of a whole school approach to heighten student reading expectations and achievement, deepen teachers' professional knowledge and instruction using the F&P pedagogical frame.</p>	<p>Writing</p> <p>Investigate and develop school framework for Writing. English team to begin developing plan based on latest research and best practice pedagogy</p>	<p>Numeracy</p> <p>Continue established Curriculum Team – maths to support development of school programs and professional learning</p>
<p>Attendance</p> <p>Establish an enrolment manager to investigate proactive programs to support</p>	<p>Behaviour</p> <p>Weekly Essential Skills of Classroom Management Focus for teaching staff.</p>	<p>Targets</p> <p>Student Attendance - 94 %</p>

positive attendance, and respond to low levels of attendance	Identify and timetable whole-school time for weekly classroom reflection and explicit instruction of SWBPL focus Classroom practices shared with teaching staff as part of cyclic staff meeting schedule Development of BLAST and BASES teacher roles to support social and emotional development and academic improvement	STUDENT ACHEIVEMENT- 70% C or better in English, Math and Science NAPLAN – increased number of students in Upper Two Bands (U2B)
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Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	527	273	254	62	90%
2015*	520	268	252	70	92%
2016	497	249	248	68	92%

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

Burnside State School works within the school's Enrolment Management Plan to ensure that families living in our catchment area, are ensured priority placement. Our student body is made up of a diverse range of families from varying backgrounds and cultures. The MySchool website indicates that our students came from a broad range of social-economic backgrounds, with the school's ICSEA value at 970. Although the school was started in 1978, we have many former students enrolling their children at Burnside. Male and female student numbers are equally represented with Boys- 248 and Girls – 249. Indigenous students make up 14% of our student population and 5% have a language background other than English.

Our school has a dedicated team of staff supporting students in our Early Childhood Development Program and Special Education Unit. Our student population who have a verified disability is 9%.

Each year, School Captains and Student leaders are selected to represent the school at various formal and informal events. The student leadership team also leads the student population during annual sports carnivals, Under 8's day and other school events.

Student background				
Index of Community Socio-Educational Advantage (ICSEA)				
School ICSEA value	970			
Average ICSEA value	1000			
Data source	Parent information			
Distribution of students ²				
	Bottom quarter	Middle quarters		Top quarter
School Distribution	34%	34%	24%	9%
Australian Distribution	25%	25%	25%	25%
<i>Percentages are rounded and may not add to 100</i>				
Students				
Total enrolments	497			
Girls	249			
Boys	248			
Full-time equivalent enrolments [?]	497			
Indigenous students	14%			
Language background other than English	5%			

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	25	25	22
Year 4 – Year 7	23	23	26
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

Burnside State School offers a supportive learning environment to support our curriculum. Our specialized programs include:

- Utilization of C2C to support consistency of school planning and resource development
- Clear focus on improvement in reading and number through targeted programs and staff professional learning (Fountas and Pinnell and Back 2 Front Maths)
- Oral language program for early years
- Intensive support for students in reading and social skills
- Specialised Early Childhood Development Centre for students with disability (0-6 years)
- Special Education Program for identified students supported by specialised teachers
- Electives program for Year 6 linked to Burnside State High School
- Specialized learning program where teachers take subject specific classes in Year 6

Co-curricula activities

Burnside State School offers a variety of co-curricular activities that provide opportunities for students to pursue their interests and develop their talents. Please find below a selection of activities that were on offer at Burnside State School in 2016:

- | | |
|---|--|
| <ul style="list-style-type: none">• Instrumental Music• Junior and Senior Choirs• Parade Presentations• Student Leadership• School Camp -Year 6• Riding for the Disabled program• Premier's Reading Challenge• National Literacy and Numeracy Week• Book Week Parades• School Christmas concert• Easter Parades• Equine therapy• Salvo Brass Band | <ul style="list-style-type: none">• Interschool Sport (Years 5/6)• Cross Country• Swimming Carnival• Athletics Carnivals• District/Regional/State Sporting representation• School Excursions• ICAS Tests• BSHS Transition Programme• Voices on the Coast• Rock and Water• Mixed Martial Arts• Mindfulness Yoga• Solid Pathways |
|---|--|

How Information and Communication Technologies are used to Assist Learning

In 2016 the ICT Strategic Team continued to review and implement plans based on continuing to improve access and use of communication technologies to assist in learning. In 2016:

- Enrolment in Solid Pathways – online Learning Project for Indigenous Students
- Subscription to Mathletics and Reading Eggs to support literacy and numeracy
- Purchase of more ICT support devices including I pads and Desktop computers
- Upgrade to new server
- Upgrade to network - internet speed
- Upgrade of wireless to cover all learning areas
- Purchasing of apps and licences to support learning – Scratch, Clicker, Minecraft
- Employment of fulltime ICT teacher to support teachers and learners in Prep – Yr 4
-

Social Climate

Burnside State School has implemented many strategies to ensure that our school climate is one where the whole community feel safe, supported and valued. Our School Wide Positive Behaviour Support/Learning focuses on the Three Burnside habits of Safety, Learning and Respect. A weekly themed lesson is taught by classroom teachers during Yarning Circle on Friday afternoons to prepare the students for the following week. Our Yarning Circle is also an opportunity for teachers and students to voice their concerns or thank another member of their class for supporting them. The Burnside 5 is a program to support students to take a stand against Bullying. The 5 steps are explicitly taught to encourage students to Say No to Bullying at Burnside.

Burnside is committed to learning and managing behaviour in a positive and proactive way. The **BLAST (Behaviour, Learning and Social Skills Training)** program is an explicit teaching model where students are engaged with specific Learning Support in a low ratio setting. Specially selected students work for block sessions in each day with a focus on Reading, Writing, Grammar, Punctuation, Spelling and Numeracy skills.

During the sessions students are given the opportunity to learn core skills that they may have missed and provided with practice for using strategies to solve problems and work through difficulties in learning in appropriate ways. They are provided with explicit modelling of learning strategies and then

given the opportunity to apply this learning in a range of activities including games that require co-operation and turn taking.

Our Chaplain and Behaviour Support Team continues to work with the school community to implement programs that support the social and emotion growth of our students including: equine therapy, Girls Group, ukulele club, Unlimited for boys and the popular breakfast program on Fridays. Selected students participated in a Take Control program based on mixed martial arts.

Our Year 6 students develop a close relationship with Burnside State High School, visiting the school on a regular basis as part of our high school transition program. Student enjoy participating in weekly elective subjects, volleyball programs and access to science and computer labs.

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)	91%	100%	83%
this is a good school (S2035)	86%	84%	84%
their child likes being at this school* (S2001)	91%	89%	86%
their child feels safe at this school* (S2002)	95%	84%	79%
their child's learning needs are being met at this school* (S2003)	91%	100%	84%
their child is making good progress at this school* (S2004)	93%	100%	84%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	100%	77%
teachers at this school motivate their child to learn* (S2007)	91%	95%	81%
teachers at this school treat students fairly* (S2008)	86%	84%	76%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	91%
this school works with them to support their child's learning* (S2010)	85%	100%	81%
this school takes parents' opinions seriously* (S2011)	83%	81%	73%
student behaviour is well managed at this school* (S2012)	86%	58%	69%
this school looks for ways to improve* (S2013)	80%	94%	83%
this school is well maintained* (S2014)	76%	68%	74%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	93%	90%
they like being at their school* (S2036)	91%	91%	87%
they feel safe at their school* (S2037)	92%	86%	85%
their teachers motivate them to learn* (S2038)	95%	96%	93%
their teachers expect them to do their best* (S2039)	97%	99%	93%
their teachers provide them with useful feedback about their school work* (S2040)	92%	90%	84%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
teachers treat students fairly at their school* (S2041)	89%	81%	71%
they can talk to their teachers about their concerns* (S2042)	92%	86%	70%
their school takes students' opinions seriously* (S2043)	90%	87%	77%
student behaviour is well managed at their school* (S2044)	70%	58%	62%
their school looks for ways to improve* (S2045)	92%	92%	92%
their school is well maintained* (S2046)	90%	83%	81%
their school gives them opportunities to do interesting things* (S2047)	89%	86%	82%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	84%	88%
they feel that their school is a safe place in which to work (S2070)	94%	77%	86%
they receive useful feedback about their work at their school (S2071)	81%	67%	70%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	92%	90%
students are encouraged to do their best at their school (S2072)	94%	88%	95%
students are treated fairly at their school (S2073)	89%	79%	79%
student behaviour is well managed at their school (S2074)	86%	44%	49%
staff are well supported at their school (S2075)	83%	51%	62%
their school takes staff opinions seriously (S2076)	86%	61%	70%
their school looks for ways to improve (S2077)	97%	84%	98%
their school is well maintained (S2078)	92%	79%	88%
their school gives them opportunities to do interesting things (S2079)	89%	73%	70%

* 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

Community involvement is actively encouraged at our school. There is a very active P&C committee which welcomes new families. Parents and carers may choose to get involved in school life in the following ways:

- Additional help/support in classes for reading and literacy blocks
- Assisting teachers with changing reading books in the morning in classrooms
- Parents and Citizens' Association
- Volunteering in the tuckshop
- Participating in working bees
- School Discos

In 2016 we engaged closely with our Indigenous Elder and local families to bring our Yarning Circle back to life and to utilize technology to support our knowledge of bush tucker and the range of plants included in our garden area. Our Indigenous playgroup continues to support early learners in their readiness for schooling.

In 2016 we also reinvested our link with The Smith Family, an organisation that supports families through:

- Learning For Life scholarships
- S2S Reading program
- Learning Club – homework club one afternoon per week with volunteer tutors
- PASS program – supporting students with a transition program into high school

We initiated programs with the Salvation Army including:

- Red Shield Appeal
- Christmas Appeal
- Establishment of Just Brass program – Yr 4/5 students have the opportunity to learn a brass instrument and play in the Salvation Band

Our other key stakeholder groups include:

- Sunny Kids
- Burnside State High School
- Nambour Christian College – community support services

Students with diverse needs at our school are also catered for through our relationship with internal and external services. These services support the students and the family. These support services include:

- HOSES
- Student services team – Senior Guidance Officer, Guidance Officer, Speech Language Pathologist, Behaviour Support Teacher
- Chaplain
- Wellbeing Team
- Sunny Kids psychologist support
- Equine therapy

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. In 2016 our school uses our Yarning Circle protocols to support student focus on respectful and positive relationships, where issues can be addressed and strategies shared in a safe environment. Students are shown and reflect on strategies to use in everyday life to deal with issues and enhance resilience. The Burnside 5 is used as a schoolwide program to support NO BULLYING and dealing with it. In 2017 our school intends to become a White Ribbon School and clearly enact programs that support 'Violence – Not Now Not Ever.'

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	71	30	37
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	1	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

Building on our success in 2014 and 2015, winning the Unity Water 'Back to Tap' completion, Burnside State School staff continue working closely with students to conserve water. Reusable drink bottles are used across the school and a chilled water filling station has been installed. Our students are involved in maintaining our Community Garden, which has been planted with local species that require minimal water. A waste education program encourages students to be respectful of the school grounds to avoid the packing finding its way into our drains and creek that flow through the school grounds. Only two teaching blocks are air conditioned; students monitor that temperatures are maintained at set levels. Classroom lighting is turned off when not required to reduce power consumption.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	144,806	9,917
2014-2015	152,408	
2015-2016	145,690	

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	47	28	<5
Full-time Equivalents	40	18	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	6
Bachelor degree	24
Diploma	2
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 \$48 500

The major professional development initiatives are as follows:

Year level planning across all year levels - one day per term

Reading benchmarking- each class – one day per term

Professional learning – Guided reading

Back 2 Front Maths

Fountas and Pinnell

Benchmarking training

Indigenous Perspectives

Data skill development

Differentiation

ICT development

Performance planning

Essential Skills for Classroom Management

Leading High Performing Teams
New Pedagogies for Deep Learning

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.	95%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% 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).	91%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	89%

*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%.

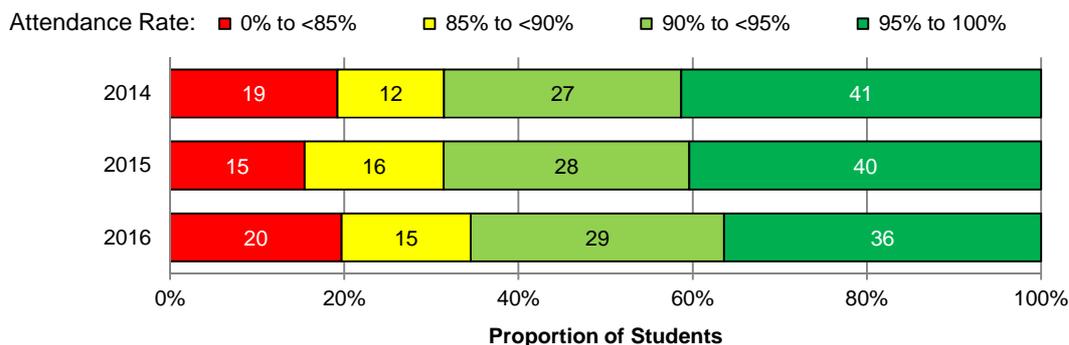
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	91%	90%	91%	90%	92%	90%	91%					
2015	89%	93%	92%	93%	91%	91%	90%						
2016	89%	91%	91%	92%	93%	90%	89%						

*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.

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.

- Student absences are monitored on a daily basis.
- An SMS system has been installed to alert parents when their child is absent. When a student is absent for two consecutive days unexplained the class teacher may contact the family. If no explanation is provided by the third unexplained day Administration follow up.
- Any absences beyond three days are identified by the Classroom Teacher and referred to the Principal.
- The Principal monitors children with unexplained extended absences.
- Parent contact is initiated. Negotiations are entered into to ensure attendance.
- If this is unsuccessful, formal EQ policies are enacted that involve letters to parents notifying them of possible consequences of continued non-attendance. Further non-attendance will result in a formal notification through the Department of Child Safety and the Qld Police Service.
- Students who will be absent for ten days or greater must complete and application for exemption from compulsory schooling approved by the principal.

As well as the reactive measures noted above the school operates a 'Zero Club' that rewards high level attendance for individuals and class groups.

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/>.

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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.

