



# Pacific Paradise 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



## Contact Information

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Contact Person:	Mrs. Margie Burrell, Principal

## School Overview

Pacific Paradise State School opened in 1992, and has established itself an impressive reputation for being focussed on achieving high educational outcomes within a warm, welcoming and student centred environment.

We are committed to the development of the full potential of each child and we provide a curriculum that is matched to the needs of each individual student. Our Prep to Year 6 curriculum is based on the Australian Curriculum which outlines the entitlements every student has to be a successful learner, become confident and creative individuals and develop to be active and informed citizens.

At Pacific Paradise State School we enrich the curriculum with a wide range of additional experiences. Music is valued as a creative and challenging learning area and our students are offered both Strings and Woodwind, Brass and Percussion Instrumental Music programs. All students participate in a classroom program, learning basics of music notation, composition skills, engage in manipulation a range of musical instruments, choral singing and the fundamentals of performing. Every two years, the school stages a musical and students from Year 3 and Year 6 are the stars of highly regared and successful performances.

The Health and Physical Education program is designed to build upon and sequence those skills required to engage in all sports and physical activity. Participation is at the core of all activities offered – at Pacific Paradise Sate School, the belief that all students 'can' is promoted in every class, every day. Every student is encouraged to continually strive for personal improvement.

Digital technologies are used across the school, in every classroom, supporting individual and class-based investigations to engage our students and to ensure that they can use in 21<sup>st</sup> century tools for learning and commincating. As technologies continue to offer greater flexible learning opportunities and environments, we look forward to be embedding new and innovative experiences within our highly personalised and successful curriculum.

Health and well-being are vital components for continuing to develop our happy and positive school community. Pacific Paradise State School enjoys an integrated range of support servcies, including an Inclusion Support Centre, Guidance Officer and School Chaplain. We are proud of our relationships with both university and cultural organisations, and offer our students access to Occupational Therapy through the University of the Sunshine Coast parcticums for some months each year, vision screening for our prep students each year and family-based support services through SunnyKids. Our students engage in Life Education and the Goombucker Indigenous Education programs each year,

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

Analysis of the school's performance data identified areas for continuing improvement for all students. In consultation with the school community a number of key improvement strategies were selected identified and implemented.

Strategies implemented

- Coaching and mentoring to ensure alignment of curriculum and best practice pedagogy
- Reinforcing the Standards of Practice in Reading, Mathematics, Spelling, Art and Science of Teaching and Writing.
- Focusing on Art & Science Of Teaching pedagogy, specifically - establishing and communicating learning goals and providing effective feedback to our students
- Collaboratively reviewing the effectiveness of the learning/teaching program by moderation and analysis of student achievement data and planning for individual needs
- Establishing and maintaining appropriate interpersonal relationships with students, parents, colleagues and the Early Childhood Centres
- Support the seamless transition into primary school for pre-prep students thorough relationships and ongoing contact with local Child Care Centres

## Our school initiatives are on track to meet or exceed our targets

During 2016, we focused on maximising the benefits of this funding for our students. After reviewing our 2016 *Investing for Success* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds.

Initiatives implemented include:

- Initiative 1 - Use PIPS materials to inform teaching, learning and resourcing, and to track progress
  - ☑ Prep students to read and comprehend simple sentences from 76% to 80%
- Initiative 2 - Years 3 to 6 teachers develop and embed Standards of Practice in Reading and Number
  - ☑ Students in upper two bands in NAPLAN reading Year 3 from 34% in 2014 to 36%
  - ☑ Students at/above the NAPLAN National Minimum Standard from to 96%
- Initiative 3 - Build teacher capability to use technology to differentiate and improve learning
  - ☑ Every student accessing a different year level curriculum (that is, with an individual curriculum plan) will achieve a 'C' standard or better against the relevant year-level achievement standard

## Our school initiatives are showing substantial progress toward our targets

After reviewing our 2016 *Investing for Success* agreement, it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our initiatives as needed to ensure every student succeeds.

Initiatives implemented include:

- Initiative 1: Years 3 to 6 teachers develop and embed Standards of Practice in Reading and Number
  - ☑ Students at / above the NAPLAN National Minimum Standard to 97% in Year 3 reading
  - ☑ Students in upper two bands in NAPLAN to 32% in Year 3 number
  - ☑ Students achieving a 'C' standard or above in mathematics from to 90% in Year 6
  - ☑ Increase attendance to 93%

## Future Outlook

In 2017, the explicit improvement agenda will continue to build on the successes achieved over recent years. The three inter-connected improvement foci are:

- Oral Language, including vocabulary
- Writing, including spelling
- Feedback for learning

Strategies to be implemented to achieve the school's 2017 improvement agenda include:

- Teacher-developed pre- and post-assessments are used to deliver targeted learning experiences aligned with school's explicit improvement agenda (oral language and vocabulary; targeted writing including spelling; formative assessment and feedback): maintain 100% teaching staff participation in year level professional learning and research opportunities
- Providing education for parents of pre-Prep students to support the development of oral language and early literacy and numeracy skills at home, and as part of the Pacific Paradise State School Playgroup program
- Developing teachers' capability to embed feedback in the teaching and learning cycle
- Implementing a targeted approach to developing key literacy elements of oral language, vocabulary and spelling to improve students' writing capability supported by extended teacher aide hour allocations

# Our School at a Glance

## School Profile

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

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	636	302	334	21	89%
<b>2015*</b>	596	284	312	25	93%
<b>2016</b>	606	282	324	25	93%

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

The student body of Pacific Paradise State School is characterised by:

- 2016 ICSEA of 2007

*Distribution of students<sup>2</sup>*

	Bottom quarter	Middle quarters		Top quarter
School Distribution	25%	34%	28%	12%
Australian Distribution	25%	25%	25%	25%

- 4% of students identify as Aboriginal or Torres Strait Islander
- 6% of students have a language background other than English
- 30 students are classified as Students with Disabilities are catered for within the Inclusions Support Program, and approximately another
- 35 students access learning support programs both within individual classrooms as well as part of targeted intervention support provisions.

### 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	18	24	24
Year 4 – Year 7	24	26	24

\*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

At Pacific Paradise State School we deliver teaching and learning experiences that embody the Australian Curriculum.

- Curriculum units are collaboratively developed using Education Queensland resources included in *Curriculum Into the Classroom*
- We are strongly focussed on delivering highly effective teaching, learning and assessment through- establishing learning goals and providing feedback, working with students to develop new knowledge, deepen knowledge and show evidence of their learning and through organising learning into cohesive units of work.
- To ensure each and every student has the opportunity to access the curriculum and to achieve to their potential, we use school-based assessment tasks, achievement ratings, standardised assessment, special needs referrals and national testing data to identify whole school, cohort and individual student priorities. This ensures that all students receive access to programs that cater to their needs.

Within a culture of high expectations, we aim to:

- provide safe, collaborative and supportive learning environments
- engage students in learning, establishing routines and displaying desirable behaviours and through developing positive relationships.

Pacific Paradise has strongly focused on improving outcomes in reading and numeracy in 2015-2016. We have developed standards of practice for the teaching of numeracy, reading, and writing and spelling and we continue to use current research to inform our pedagogical practice, so that all students are successful learners.

### Co-curricular Activities

Pacific Paradise State School provides many opportunities in a wide range of extra-curricular activities to enhance the educational, sporting and social development of our students. Opportunities include all major sports from school through to district and state level. Also offered are opportunities for participation in Rugby League, AFL, Rugby Union mixed, soccer, golf, tennis and Surf Skills Program.

Opportunities are also provided for students to experience and develop in: arts, music and drama. The school offers extensive music programs through Junior and Senior Choirs, Junior and Senior Instrumental Concert Bands, Jazz Band and Rock Band. Both Choir and Bands have opportunities to stage public performances.

All students are encouraged to participate in the school's extensive excursion program which is incremental throughout the school. Students are also encouraged to participate in other extension activities such as: Maroochydore High School's Mathematics Day of Excellence, Australian Mathematics Competition, Australian Mathematics Challenge, Sunshine Coast Mathematics Tournament and the University of the Sunshine Coast Science, Engineering and Technology Expo.

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

ICTs are an integral part of our teaching and learning environment and support the delivery of curriculum in innovative and flexible ways.

Students and teachers are encouraged to explore and implement new directions and initiatives in accordance with the Smart Classroom strategies.

Students have access to the school intranet for communication and for the storage of units of work. The purchase of resources such as computers, data projectors, digital cameras iPads and coding and robotics kits allow students to explore and adopt new and creative ways to incorporate ICT into their learning experiences. Students are encouraged to communicate using the internet and to evaluate and assess the information presented in this form.

## Social Climate

### Overview

The School, P&C and wider community work together to provide a range of activities to enhance student social development and strengthen school community partnerships. These include School Carnival, Christmas Under the Stars, Under 8's Day, coffee mornings, student reward days, movie nights and school discos.

This school offers a number of pastoral care programs to enhance the social development of the students. A school Chaplain provides spiritual and emotional support.

All students are required to put in their best effort in all areas of learning and not disrupt the learning of others. The school has very effective procedures to manage students who experience difficulty in managing their own behaviour. Bullying is not tolerated and should an incident occur, it is resolved very quickly.

Each year Education Queensland conducts a School Opinion Survey involving a random sample of parents, all year 5 and year 6 students and all staff. These anonymous surveys are then collated centrally, which allows individual schools to determine priorities and also to compare themselves with other schools.

Among the results, the areas relating to school climate can be found. These results indicate levels of satisfaction for Parents, Students and Staff in areas such as feeling safe, that behaviour is managed well, and that all students are treated fairly.

## 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)	77%	98%	89%
this is a good school (S2035)	87%	98%	89%
their child likes being at this school* (S2001)	87%	95%	100%
their child feels safe at this school* (S2002)	90%	98%	89%
their child's learning needs are being met at this school* (S2003)	81%	93%	94%
their child is making good progress at this school* (S2004)	74%	90%	94%
teachers at this school expect their child to do his or her best* (S2005)	90%	98%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	98%	83%
teachers at this school motivate their child to learn* (S2007)	81%	100%	89%
teachers at this school treat students fairly* (S2008)	83%	93%	89%
they can talk to their child's teachers about their concerns* (S2009)	90%	95%	89%
this school works with them to support their child's learning* (S2010)	76%	98%	89%
this school takes parents' opinions seriously* (S2011)	72%	89%	89%
student behaviour is well managed at this school* (S2012)	73%	95%	83%
this school looks for ways to improve* (S2013)	83%	93%	94%
this school is well maintained* (S2014)	97%	98%	94%

### 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%	95%
they like being at their school* (S2036)	95%	92%	93%
they feel safe at their school* (S2037)	98%	97%	94%
their teachers motivate them to learn* (S2038)	98%	98%	95%
their teachers expect them to do their best* (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	93%
teachers treat students fairly at their school* (S2041)	93%	87%	84%
they can talk to their teachers about their concerns* (S2042)	97%	89%	82%
their school takes students' opinions seriously* (S2043)	93%	86%	81%
student behaviour is well managed at their school* (S2044)	91%	84%	86%
their school looks for ways to improve* (S2045)	97%	97%	94%
their school is well maintained* (S2046)	95%	92%	93%
their school gives them opportunities to do interesting things* (S2047)	95%	97%	92%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	100%	100%
they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
they receive useful feedback about their work at their school (S2071)	88%	95%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	100%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	100%
student behaviour is well managed at their school (S2074)	73%	86%	94%
staff are well supported at their school (S2075)	73%	93%	100%
their school takes staff opinions seriously (S2076)	76%	93%	97%
their school looks for ways to improve (S2077)	92%	95%	100%
their school is well maintained (S2078)	96%	100%	100%
their school gives them opportunities to do interesting things (S2079)	84%	93%	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

Parental involvement is encouraged and appreciated at our school. Parents are able to get involved through a number of areas including our Parents and Citizens Association, Tuckshop, Support programs for students, focus working groups, working bees, classroom support volunteer, fund raising, our carnival, Support A Talker and Support A Reader, etc.

These opportunities to participate in our school provide a very important message to our children that parents value their education enough to give up some of their very busy time to help them. Participation also has many benefits for parents as it provides an opportunity for networking and developing new friendships. We value community partnerships and have established a school community that has extensive involvement in decision making about our school which serves our local community.

Pacific Paradise State School provides a flexible and comprehensive support services program across varying levels for students with learning needs.

Students requiring support are identified by the monitoring of data collection on behaviour and academic progress. They are referred to the Support Services Committee which meets fortnightly.

This Committee includes the Principal or Deputy Principal, Guidance Officer, Head of Inclusion Support, Support Teacher, Literacy and Numeracy (STLaN), a representative from Sunnykids and a representative from Child Youth Mental Health Services (CYMHS). This team makes decisions as to the individual learning needs of a student and the level of support required.

Students identified with a disability through Education Queensland's verification process are supported within our Special Education Program.

The students spend the majority of each day in the regular classrooms, accessing the Australian Curriculum, with the support of special education teachers and aides. We also have a Support Services Block, where students may work individually or in small groups for targeted intervention. Students also have access to Education Queensland Advisory Visiting Teachers, Occupational Therapists, Speech-Language Pathologists and other specialists as required.

## Respectful relationships programs

Our whole school community has worked very hard on reviewing and developing our Responsible Behaviour Plan. Our community has very firm beliefs that our school is a safe, supportive and disciplined environment that respects the following rights:

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

All students are expected to develop the ability to manage their own behaviour. We do not accept any physical aggression, bullying, non-compliance, or insolence. We have very clear expectations for all students and students and are fully aware of the consequences for their behavior choices – positive and negative.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. At Pacific Paradise State School we believe that every child has the capacity to learn, that all children should have access to a quality education, and that the social-emotional development of the child is just as important as the academic.

Our Chaplaincy program enhances our school's capacity to support students and their families through difficult and challenging times. Our Chaplain, connects with our students and achieves powerful outcomes by developing supportive relationships based on trust and open communication.

### 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	20	5	10
Long Suspensions – 6 to 20 days	1	1	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 community has developed our School Environmental Management Plan which outlines strategies we are implementing to reduce our environmental footprint.

Our Sustainability Assistants have worked tirelessly to ensure all recyclable waste is managed through the use of recycling bins and organic waste is composted or used in our worm farms.

This has resulted in the significant reduction in the amount of waste destined for landfill (24 bins per week to 16 bins per week). Our school has installed several solar systems to reduce our electricity usage.

Our P&C Association has implemented a program for the installation of air-conditioners in all permanent teaching blocks. The program is almost complete and we are proud to have achieved such a small increase in consumption in electricity, while providing comfortable learning spaces for our students.

Effective and efficient use of the school's bore water resources has enabled us to reduce water consumption significantly.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	150,956	15,578
2014-2015	159,583	6,584
2015-2016	179,567	1,200

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

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Sector:

Government

Non-government

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	46	23	<5
Full-time Equivalents	39	16	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	1
Graduate Diploma etc.**	4
Bachelor degree	35
Diploma	5
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 \$129 621.50

The major professional development initiatives are as follows:

- Professional Learning Teams
- Numeracy
- Writing
- Positive Behaviour Learning
- Art & Science of Teaching
- Classroom Profiling

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.	96%	96%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% 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).	92%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	89%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

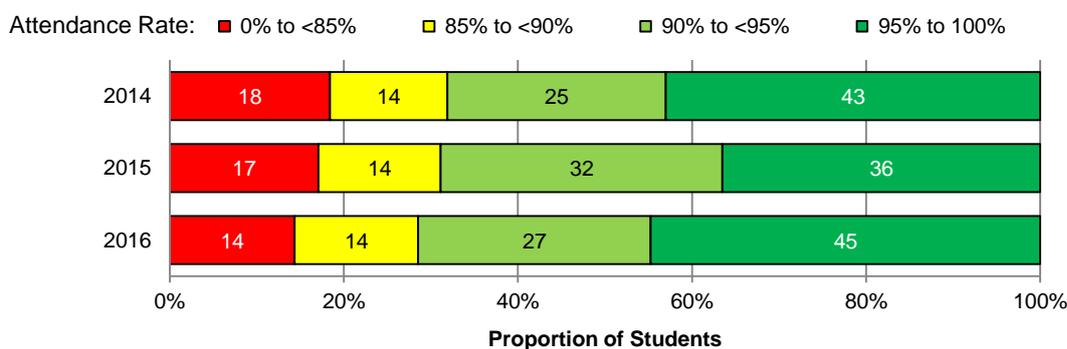
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	92%	91%	93%	92%	92%	92%	89%					
2015	91%	91%	92%	91%	92%	91%	91%						
2016	92%	91%	91%	93%	93%	93%	92%						

\*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.

### Responsibilities

School responsibilities:

- Maintain accurate attendance data, class rolls are marked twice a day, at 9.00am and 2.00pm
- Attendance data is analysed for patterns and trends to inform intervention strategies and processes

### Student responsibilities:

- Every student attends school every day
- Every student commits to learning to the best of their abilities

### Parent responsibilities:

- Promote a positive attitude towards education and school attendance
- Encourage the successful implementation of their *child's* responsibilities
- Contact school to provide information about the reason their child is absent

### Responses to absences

When a student is absent without *explanation* for 3 days in a single calendar week, or a pattern of absences has been identified, the following sequence of responses will be actioned:-

- Contact between school and home will be actioned to ascertain reason for absence; **ALL** contacts will be recorded on OneSchool and Admin supervisor will be identified as a referral
- Parents/Caregivers of students with **UNEXPLAINED ABSENCES** > 90% of full attendance will be served with the initial 'Failure to Attend' warning notice, as per the Enforcement of Attendance Policy, 2013.
- Continued unexplained absences will be addressed as per the Enforcement of Attendance Policy, 2013 in reference to parental responsibilities and liabilities
- Continued *unexplained* absences will be reported to the Department of Child Safety

At Pacific Paradise State School the consequences or impacts of unexplained or unauthorised absences might include the following:

- Reduced opportunities for successful learning because of persistent interruptions to learning programs
- Inability to form effective social relationships
- Detention and/or withdrawal program modification to enable student/s to catch up on missed work
- Withdrawal from excursion, sporting events

### Reporting and monitoring attendance

At Pacific Paradise State School reports of absence or truanting are taken seriously. Students, parents, members of community and school staff may report an absence in the following ways:

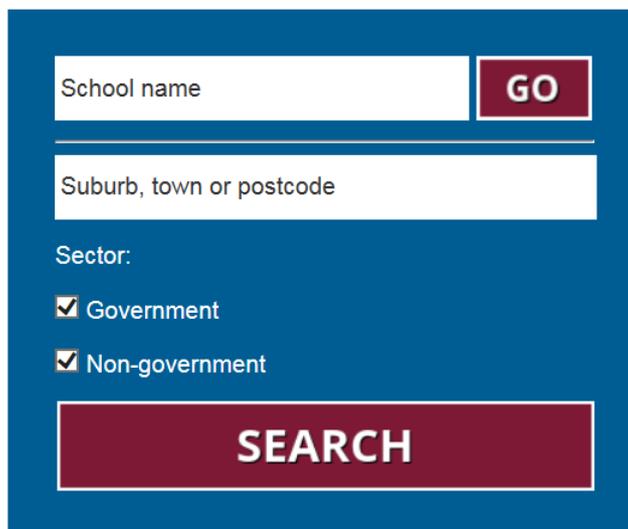
- Student absence line
- Telephone advice during office hours
- Note to class teacher

## 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.

### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains 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 labeled "SEARCH" at the bottom.

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 result