Kruger State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Kruger State School established in 1978, proudly services Redbank Plains, Goodna, Bellbird Park and Collingwood Park. It currently has an enrolment of 980 students in Years Prep-Year 7 and a Special Education Unit. The community is culturally and economically diverse with families living in an urban environment.   Our School Mission, Learning Together, Learning to Live, reflects our emphasis on building teamwork and tolerance and enabling students to achieve in a diverse and complex environment, with a focus on lifelong learning skills.

Kruger's skilled and dedicated staff works in teams to implement best practice programs, to refine their professional understandings and to promote high quality teaching and learning across the school. The school implements the Australian Curriculum, in English, Mathematics, Science and History; using Curriculum into the Classroom (C2C) as the main resource. Other Key Learning Areas includes S.O.S.E. Technology, The Arts, Health and Physical Education and L.O.T.E. Our major emphasis is on Literacy and Numeracy achievement for all students. The Science Program also has a high focus, with a Science room being developed to encourage inquiry learning processes.

Two computer labs, a multimedia room and computers in each classroom support the integration of Information Communication Technologies in the daily curriculum. There are explicit ICT lessons to support students developing skills in this area.

Our Prep Program balances active, social and cooperative learning; with a strong focus on the development of literacy and numeracy skills, particularly reading and oral language.

Strategies to continue to improve students' performance include a consistent approach to teaching and learning from Prep –Year 7, explicit instruction, student goal setting, reflection and feedback. We have a strong focus on differentiated learning across the school. Students are grouped according to needs to allow for support and extension as needed, with the focus being on reading, writing, spelling, grammar, punctuation and numeracy. There is an emphasis on teaching problem solving skills in mathematics and general thinking skills.

The excellent Physical Education Program, conducted mostly in our full size multipurpose facility, includes a perceptual motor program, archery, cultural games, golf and a variety of team sports. Participation in a large variety of regional and district sporting opportunities is encouraged. We have a highly regarded reputation in sports, with girls and boys championships in rugby union, rugby league, soccer and basketball.

Our Kruger Crocs Rugby League Development Program gives some students from Years 4-7 an opportunity for extra coaching, personal development sessions and participation in a variety of competitions. It is an expectation that students display a high level of engagement in their school work, exemplary behaviour and actively contribute to the school life.

A specialist Art teacher provides a Visual Arts Program for students in Years 4 and 5. Our Music and Instrumental program includes a virtual classroom with music and composing, and opportunities for students to participate in eisteddfods, community events and a lunch time music club program.

The Student Leadership focus begins in the junior school with 'teachers of the day.' Two students from each class take simple leadership roles in their class for the day.   Representatives from each Year 4-7 class form our Student Council, together with School Captains, Vice Captains and Sports Leaders. This meets regularly to organise student activities and have input into school operations. Some focuses have been supporting charities, Tidy School initiatives and Sustainable practices.

A School Wide Behaviour Support Program has contributed to a positive and settled student body. There are weekly lessons to teach students consistent expectations of desirable behaviour in all areas of the school. The Kruger Team expectations are- Be Safe, Be Respectful and Best Effort. Students are rewarded for positive behaviour by receiving a variety rewards such as "Gotchas" and the Principal's Pride of Kruger Award.

The Guidance Officer works with students and families on a needs basis. A lunch time club for selected students supports the development of social and communication skills.   Our school Chaplain continues to have a positive impact on the school community. The Chaplain organises a variety lunch time clubs to promote physical, relational and team development. She works with groups of students and supports families as required.   During lunchtime, we encourage student participation in a variety of activities and clubs such as: Wakotoa Cultural Group, Kruger's Got Talent, singing and dance clubs.

We strongly encourage parent participation through Parents & Citizens Association, Presentation and Awards Days, Phase Parades, sporting events, and a variety of cultural activities.

School progress towards its goals in 2018

Kruger State School has made significant progress in achieving the 2018 School Improvement goals and continues to embed the ongoing improvement agenda.

In 2018 significant progress was made in:
- Embedding research based reading structures from Prep – Year 6 with a focus on guided reading.
- Targeted, differentiated teaching with regular data analysis and feedback, which informs goals in reading for all students.
- Embedding of high yield strategies to support increased student performance in English and Reading.
- Phonemic awareness processes becoming embedded from Prep –Year 3 and beginning implementation from Years 4 to 6.
- Targeted, extension and intervention process across the school.
- Embedding of a student iPad program in Prep – Yr 2 and a Digital Literacy program for students in Years 3 & 4.
- Developing research based pedagogical practices in Maths P-6.
- Embedding of a Collaborative Planning process to ensure systematic curriculum delivery.
- Embedding a calibrated moderation processes.

Future outlook

The key areas for improvement as defined in the School Implementation Plan for 2018.
- Embed reading structures Prep-Year 6, including high yield strategies and regular data analysis which informs ongoing student goals and class reading plans.
- Review, using the cycle of inquiry, the teaching and learning of Mathematics Prep-Year 6.

The following Improvement areas are ongoing and enable the key areas to be achieved

- Continued implementation of "Every Day Counts at Kruger State School" strategy to increase student attendance.
- Building staff capacity through extensive coaching and mentoring and embedding a feedback culture to maximise student performance and engagement.
- Use of Class Data Profiles and OneSchool to record, track and regularly analyse student data to inform teaching and learning and student performance conversations.
- Continued engagement with the Australian Professional Standards for Teachers process.
- Student goal setting in Reading, Number and Personal areas.
- Refinement of the Teaching and Learning Cycle – WALT & WILF, Warm Ups, I Do, We Do, You Do It Together, You Do and Feedback.
- Embedding Anita Archer Active Participation strategies.
- Use of the Robust Vocabulary process to explicitly teach vocabulary (Prep – Year 2).
- The explicit teaching of Synthetic Phonics.
- Development and initial implementation of the Community and Partnership Agreement.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2018	2018
Total	973	1000	972
Girls	472	466	458
Boys	501	534	514
Indigenous	61	63	63
Enrolment continuity (Feb. – Nov.)	92%	90%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Kruger State School is a school of approximately 1000 students, with 39 classroom teachers.

The community is culturally and economically diverse with families living in an urban environment. Its ICSEA value is 937 (19th percentile in nation) with 58% of Kruger families falling in the bottom quartile of the socio-economic status. The school is characterised by a growing multicultural student population. 59% of students speak another language at home (LBOTE) with close to 40% of these EAL/D identified students. There is a large Pacifica population in the student body (approx. 55%) with an increasing number of African students (approx 12%). Our indigenous population is declining and sits at approximately 6% of the student body. Altogether we have 39 ethnic groups represented in the school.

Our school has a Special Education Unit that supports approximately 26 students with the emphasis being on inclusion into mainstream classes across the school in 2018.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2018	2018
Prep – Year 3	25	24	24
Year 4 – Year 6	26	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our basic belief is that - Every student can achieve high standards given the right time and right support.

The Kruger Curriculum is intentionally planned using the Australian Curriculum, and the EYCG and is linked to attainable and worthwhile learning goals, feedback and the development of our learners. The Curriculum into the Classroom (C2C) materials are used as a major resource for teaching and assessment. Our curriculum is planned and enacted to meet the diverse needs of our students and is student-centred through the lens of data inquiry. Collaborative planning develops shared understandings. The curriculum is systematically developed and organised, linked to other curriculum areas and applied in real-world settings.

Research and inquiry into professional practice builds deep knowledge thorough understanding of learning areas.

Assessment at Kruger is integral to the teaching and learning cycle. It is fore-fronted in collaborative planning of units to guide focusses and differentiate instruction. At Kruger, we use a range and balance of assessments: summative (Assessment Of), diagnostic (Assessment For) and Monitoring (Assessment As). The purpose and expectations of each assessment are clearly stated and allow students to demonstrate what they know and can do. To ensure consistency of judgment, a calibrated moderation process is used in every year level.

We believe that feedback underpins all teaching, learning and assessment processes. It should be timely, ongoing, instructive and purposeful, progressing towards self-regulation and self-assessment. It is focussed on the quality of student performance.

Our Feedback system of Feed Up (Where am I going?), Feedback (How and I going?), Feed Forward (Where to next?) guides and improves teacher practices and student outcomes through partnerships: peers, teacher to student and student to teacher.

We welcome feedback from the community.

In addition to the mandated Key Learning Areas of English, Maths, Science, History, Geography, The Arts, Health and Physical Education and Digital Technologies, Kruger State School has the following curriculum offerings:-
- An effective Prep program that combines active learning with a strong focus on reading, phonemic awareness and development of vocabulary and oral language skills. Our students are also taught independent and lifelong learning skills.
- A pre-Prep community story time that supports a smooth transition for students into Prep.
- A strong focus on differentiated learning particularly in reading – booster groups for support and extension.
- A "Smart Start Program" at the beginning of the year to ensure smooth transition to new Year Level teaching and learning and student management processes.
- Delivery of consistent curriculum practices through teachers working and planning in Year Level Teams with a focus on explicit teaching, student goal setting, reflection and feedback.
- Targeted 3 tiered EAL/D program to support our students who have English as a second language.
- The Language other than English taught in Years 5 and 6 is German.

Co-curricular activities
Kruger State School has many dedicated teaching and non-teaching staff who willingly give their time to provide students with a range of extra–curricular activities, some of which are listed below.
- Student Council Leadership Team.
- Student Leader Leadership Program.
- Kruger State School Rugby League/ Netball Programs – Kruger Crocs.
- Kruger's Got Talent Performance
- Year 6 Camp
- Interschool Sporting Program.
- Lunchtime sport and activities programs.
- Lunchtime sports, play, games and library clubs
- Lunchtime coding club.
- Lunch time Music Clubs.
- Instrumental Music
- Excursions and incursions to complement and link with curriculum programs

How information and communication technologies are used to assist learning

Kruger State School believes that the use of information and communications technology (ICT) motivates and engages students and gives them the skills necessary for jobs in the future. Each classroom has access to electronic white boards or data projectors to support integration of ICT and to allow teachers to engage students in dynamic, interactive learning experiences. Computers (Years 3-6) or iPads (Prep-Year 2) are an integral part of teaching and learning at Kruger State School.

In addition to computers or iPads in classrooms, a junior computer hub is used to explicitly teach students computer skills which they then apply in daily learning activities in classrooms. A state of the art Middle School computer lab with 30 computers as well as a smaller lab in the library supports students learning and development of ICT skills.

A teacher iPAD program supports teacher to develop high level of skills to support their professional work. In Years 1-4 students participate in a specific ICT learning program each week. This course is provided by a specialist teacher.

In Years 1&2 it includes use of iPADs, general ICT skills, use of apps and coding. In Years 3 &4 students use PCs to produce items through Microsoft Office and they also complete coding units.

Social climate

Overview

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Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2018	2018
• their child is getting a good education at school (S2016)	100%	89%	94%
• this is a good school (S2035)	100%	91%	83%
• their child likes being at this school* (S2001)	80%	89%	87%
• their child feels safe at this school* (S2002)	90%	92%	86%
• their child's learning needs are being met at this school* (S2003)	80%	86%	87%

Percentage of parents/caregivers who agree# that:	2016	2018	2018
• their child is making good progress at this school* (S2004)	90%	81%	90%
• teachers at this school expect their child to do his or her best* (S2005)	100%	92%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	86%	97%
• teachers at this school motivate their child to learn* (S2007)	90%	94%	94%
• teachers at this school treat students fairly* (S2008)	90%	86%	80%
• they can talk to their child's teachers about their concerns* (S2009)	100%	86%	94%
• this school works with them to support their child's learning* (S2010)	100%	89%	83%
• this school takes parents' opinions seriously* (S2011)	80%	86%	80%
• student behaviour is well managed at this school* (S2012)	80%	77%	70%
• this school looks for ways to improve* (S2013)	90%	89%	83%
• this school is well maintained* (S2014)	60%	77%	83%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2018	2018
• they are getting a good education at school (S2048)	99%	100%	99%
• they like being at their school* (S2036)	100%	100%	95%
• they feel safe at their school* (S2037)	98%	100%	95%
• their teachers motivate them to learn* (S2038)	99%	100%	98%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	98%
• teachers treat students fairly at their school* (S2041)	96%	99%	89%
• they can talk to their teachers about their concerns* (S2042)	99%	99%	93%
• their school takes students' opinions seriously* (S2043)	98%	100%	92%
• student behaviour is well managed at their school* (S2044)	95%	100%	79%
• their school looks for ways to improve* (S2045)	99%	99%	99%
• their school is well maintained* (S2046)	100%	100%	97%
• their school gives them opportunities to do interesting things* (S2047)	99%	99%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2018	2018
• they enjoy working at their school (S2069)	96%	99%	93%
• they feel that their school is a safe place in which to work (S2070)	99%	100%	89%
• they receive useful feedback about their work at their school (S2071)	91%	93%	84%

Percentage of school staff who agree# that:	2016	2018	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	93%	85%
• students are encouraged to do their best at their school (S2072)	99%	99%	100%
• students are treated fairly at their school (S2073)	100%	96%	93%
• student behaviour is well managed at their school (S2074)	96%	96%	72%
• staff are well supported at their school (S2075)	90%	94%	79%
• their school takes staff opinions seriously (S2076)	86%	89%	78%
• their school looks for ways to improve (S2077)	99%	100%	90%
• their school is well maintained (S2078)	88%	93%	75%
• their school gives them opportunities to do interesting things (S2079)	86%	94%	73%

* 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

Parents/caregivers are encouraged to be partners in their child/children's education at Kruger State School.

In 2018 Kruger's School Community Engagement Teacher supported the implementation of our Community Partnerships plan which included the introduction of significant communication and participation processes including:
- A school Facebook page
- Online booking for parent-teacher interviews
- Whole school parent-teacher interview process
- Enhanced whole school events
- Extended partnerships with Early Childhood providers
- Pre–Prep Story Time for students and community
- Parents/carers are also welcome to be active members of the P&C and to participate in school activities. Our school Tuckshop is run by the P&C and welcomes volunteers to support its daily operation.

Throughout 2018 Kruger families have been involved in:
- Meet and Greet Sessions.
- Leaders Investiture Ceremony.
- Informal/formal regular parent/teacher contact instigated by the parent or teacher.
- Open Classrooms
- Community Cultural Gatherings
- Regular communication by way of School Newsletters, Class Newsletters and Facebook.
- Whole School, Early Years and Middle Phase Parades.
- P-2 and 3-6 Athletics Carnivals and Cross Country.
- Cultural Meetings and Performances.
- ANZAC Day Commemoration.
- Kruger's Got Talent.
- Annual End of Year Concert.
- Annual Student Awards Day.
- Pride of Kruger Awards Ceremonies
- School Discos
- Mothers and Father's Day stalls

Our school is able to provide a range of spaces for the community to meet and hold community events.

An important and enthusiastic part of our school and parent partnerships is our P&C. A team of parents continue to work with the school to ensure our students are supported in their learning and development. P&C meetings act as a forum for information sharing, to support school development initiatives and provide feedback.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. These programs fall under the banner of our PBL program which is explained in *Social climate* above.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2018	2018
Short suspensions – 1 to 10 days	125	128	172
Long suspensions – 11 to 20 days	0	0	5
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Reducing the school's environmental footprint
During 2018, Kruger State School community continued to work towards reducing our environmental footprint by continuing or introducing the following measures:

- Maintenance of control flow devices installed on taps.
- Maintenance of vandalism proof taps.
- Drought proof gardens - limited watering.
- Maintenance of additional efficient soap and paper towel dispensers
- Use of tanks for toilet flush
- Recycle cardboard bin and process in place.
- Sensor lighting in the main hall, Teaching Block 7 and outside security lights

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2018	2018–2018
Electricity (kWh)	211,229	215,612	209,458
Water (kL)	4,651	6,782	4,593

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	69	37	0
Full-time equivalents	66	28	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	11
Graduate Diploma etc.*	10
Bachelor degree	43
Diploma	1
Certificate	0

*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 2018 were $ 22,870. However, this amount does not include funds provided to support 3 coaches working in the school to enable one on one coaching conversations and classroom observations.

The major professional development initiatives are as follows:
- Embedding of an extensive coaching and mentoring program (3 pedagogy coaches)
- Introduction of an Engagement Coach to support teachers to optimise student engaging in classrooms
- PD to support an extensive reading and development of targeted programs
- PD to support reading assessment and data collection
- Maths pedagogy
- iPad PD to support program in the classroom
- Processes and routines to support student management and engagement
- Continuation of the Australian Professional Standards for Teachers and PD sessions to support teachers

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2018	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2018	2018
Overall attendance rate* for students at this school	92%	91%	91%
Attendance rate for Indigenous** students at this school	87%	82%	85%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2018	2018		Year level	2016	2018	2018
Prep	90%	90%	89%		Year 7			
Year 1	92%	90%	88%		Year 8			
Year 2	91%	91%	89%		Year 9			
Year 3	92%	91%	92%		Year 10			
Year 4	93%	91%	91%		Year 11			
Year 5	92%	93%	91%		Year 12			
Year 6	93%	91%	93%					

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	19	15	21	45
2017	21	12	21	47
2018	20	16	23	41

Proportion of Students
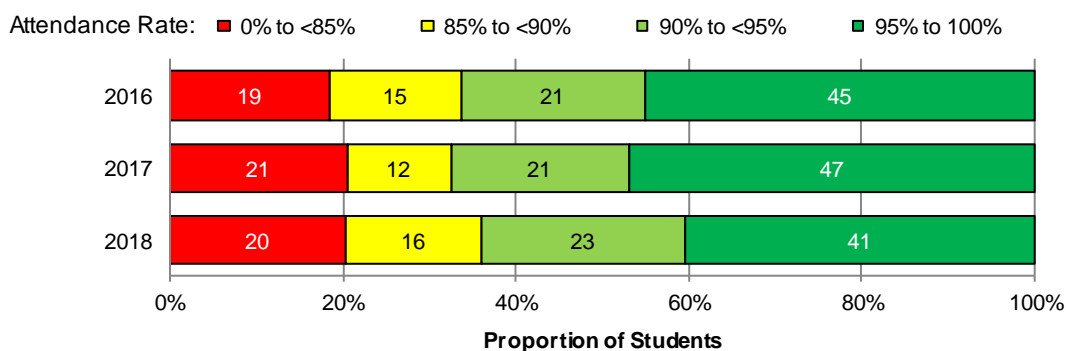
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 Department of Education procedures, _Managing Student Absences and Enforcing Enrolment and Attendance at State Schools_ and _Roll Marking in State Schools_, which outlines processes for managing and recording student attendance and absenteeism.

Increasing the attendance is one of the focuses of the School Improvement Agenda. Rolls are marked each day at the beginning of the day and again after the second lunch break. Late arrivals report to the school office before going to class.

Early departures are also recorded as part of the roll marking process at the school office.

Parents are required to notify the school on the school absence line or by sending a note, explaining the absence, when the student has returned to school. If a student is absent for 3 days consecutively, the school will call the parent and an entry is recorded on One School. If no contact is received from the parent a letter of listed unexplained absences is sent home to parent asking for an explanation. Continued unexplained absences are followed up by a phone call from the relevant Deputy Principal. If the unexplained absences continue the first in a series of Truancy letters is sent home to parents asking them to make an appointment with the Principal to develop a strategy to maximise the student's attendance at school. The Guidance Officer and the Chaplain are also available to support families.

Each Year level has an attendance strategy to support maximum student attendance. In each classroom, teachers display Every Day Counts posters displaying the generic calculations of hours, days and minutes of schooling missed. Teachers are using the posters to have conversations with students and parents about the importance of being at school all day, every day.
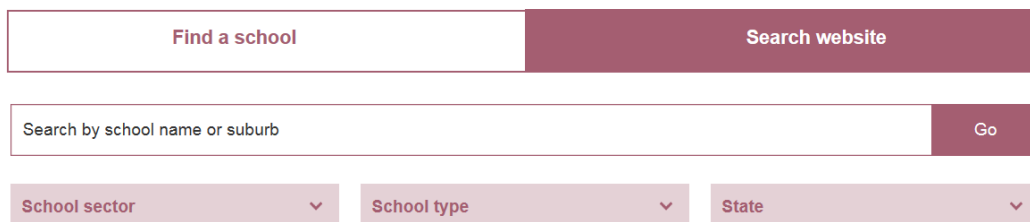
An Awesome Attendance strategy has been introduced where the class with the highest attendance in each year level is awarded with an Awesome Attendance trophy and certificate each week. At the end of the term the class with the highest attendance in each year level and across the school receives a special award from the Principal.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.