Bell State School

ANNUAL REPORT
2017

Queensland State School Reporting

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Department of Education

Contact Information

Postal address:	90 Dennis Street Bell 4408
Phone:	(07) 4679 2333
Fax:	(07) 4663 1249
Email:	principal@bellss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Mr. Jason Edmondstone

School Overview

Welcome to Bell P-10 State School. Whether you are a current or past family or a family interested in our school, I am pleased to share a part of our school with you.

Bell State School has a wonderful history with the celebration of turning one hundred years old in 2007. We are a rural school with rich community connections. Small classes enables our teaching and support staff to work together in a teamwork approach around pursuing individual learning goals for students and improving student achievement.

We have a 7 period day that involves the core subjects of Mathematics, English, Science, Health and Physical Education, History, Geography, Languages as well as Digital Technologies, Economics and Business, Home Economics, Wood Technology, Metal Technology, Graphics, and Visual Arts. The Junior Secondary and Senior students provide to the primary students many learning opportunities through peer mentoring programs. The primary students engage in weekly specialist lessons for Health and Physical Education, Music, Health, Languages and Art.

Being a P-10 school offers a direct pathway for our upper primary students to move seamlessly into Junior Secondary. Many opportunities are available to help students develop their interests and abilities, for example, our school achieved a 5 Star rating in the Cleaner Greener Schools through our School Environmental Management Plan as well as being one of 3 schools Australia wide to achieve a silver award as part of the Eco Schools program. Bell P-10 State School is also a hub for e-kindy which is run by the Brisbane School of Distance Education on a weekly basis. An active Parents and Citizens Association reflects the strong partnership of rural school experiences. All teachers and support staff have high expectations for achievement and behaviour as we work together to learn our way to improvement.

Our school is a Positive Behaviour for Learning (PBL) school, that means, we work together to identify, adopt and apply evidence based practices for building and supporting academic and social success for all students. Weekly PBL lessons are formally timetabled to ensure all students have learning experiences to grow their social and emotional skills needed to succeed in school and beyond.

Our school expectations are:
Be Safe.
Be Respectful.
Be an Active Learner.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

2017 Priority	Positive Behaviour for Learning
Goal	• Proactive PBL Team • Staff capability captured in performance development plans and whole school professional development plan
Progress	**Implemented and Ongoing** • A proactive PBL team to be incorporated into school improvement plans

2017 Priority	Writing
Goal	• The upskilling of classroom teachers and teacher aides in the use of formative assessments with the goal of achieving whole school awareness and investment in feedback both as a powerful measurement tool and powerful instructional tool.
Progress	**Implemented** ➢ Develop a Teaching and Learning Cycle that is linked to C2C curriculum units across all Key Learning Areas if the assessment task requires a written assessment item. ➢ Use NAPLAN data to inform whole school writing focus ➢ Accountable documentation developed, maintained and presented in precinct and staff meetings. ➢ Whole School PD Plan aligns with expectation of staff 'knowing their students learning needs'.

2017 Priority	Reading
Goal	• Every student reading every day in a meaningful and purposeful manner for all stakeholders-students, classroom teacher, support staff and parents. Evidenced in planning documentation, student goals, intervention plans. • Teaching and Learning leadership will be evidenced in the provision of three positions; Teaching and Learning Coach, Teaching and Learning Support Coach, Social Justice Team Leader. • Focused daily structures which engage parents, TA's and volunteers through the MiniLit and Multilit Intervention programs. Capacity building in teachers and teacher aides being key component. • Parent and Community Engagement Annual Plan developed and funded with focus on Improving Reading.
Progress	**Implemented and Ongoing** ➢ Reading Comprehension strategies linked to Curriculum ➢ Teachers to have access to NAPLAN data on a regular basis. ➢ Build capacity of these positions so that processes to identify and respond to student needs through the allocation of staff and resources is a shared leadership responsibility. ➢ Coaching and Feedback Model to be embedded ➢ Deploy staff in ways that best addresses these intervention programs. ➢ Capacity Building of Teacher Aides through weekly Professional Development ➢ Reading Information Sessions for Parents ➢ Report Cards handed out during Parent Teacher interviews with a focus on improvement and strategies and goals for students

2017 Priority	Numeracy
Goal	• Purposeful use of data. • Individual Learning Plans for Core Learning Areas to be consultative and a priority. • Introduce a revised strategy for precinct collegial conversations. Strategy is designed to improve the level of staff engagement in the improvement agenda.
Progress	**Implemented** ➢ Teachers to work with Literacy and Numeracy Coach to embed data into classroom planning ➢ Collaborative Planning meetings focusing on Dashboard, Learning Sequence, Differentiation and Data ➢ Data presented at staff meetings with discussions around teaching practice and individual planning meetings.

2017 Priority	Retention

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Goal	• Refine and improve precinct model- structure, protocols and practices with unrelenting focus on student engagement. • Initiate and drive activities with students to build the three dimensions of social engagement, school engagement and intellectual engagement.
Progress	**Implemented and Ongoing** ➢ Deploy staff in ways that addresses the needs of the students to ensure engagement and growth. ➢ Expectation of collective responsibility for student engagement is advocated to Positive Behaviour for Learning Team.

2017 Priority	**Attainment**
Goal	• Develop and publish a NAPLAN preparation program
Progress	**Implemented** ➢ Collaborative Data and Planning meetings with STLaN ➢ Classroom and NAPLAN data to be shared at staff meetings

2017 Priority	**Transition**
Goal	• Cultivate a leadership team and grow an understanding of and develop the capacity to design and implement a whole school pastoral care program. • Establish quality teaching model-structures, protocols and practices to develop the knowledge base around junior secondary learners and senior secondary learners.
Progress	**Implemented and Ongoing** ➢ Expectation of collective responsibility for student well-being is advocated to Positive Behaviour for Learning Team. ➢ Build capacity to identify and respond to student needs through the allocation of staff and resources is a shared leadership responsibility. ➢ Performance Development conversations and subsequent plans to be formally scheduled and monitored. ➢ APDP conversations scheduled throughout the year

2017 Priority	**Attendance**
Goal	• Endorse and actively engage the school, parents and community with the Bell SS Charter of Expectations through a model of shared responsibility. • Develop and implement a whole school pastoral care plan in consultation with all relevant stakeholders.
Progress	**Implemented and Ongoing** ➢ Same day notification process in place for unexplained absences ➢ PBL to incorporate attendance data as part of rewards system ➢ Attendance data presented at Parent Teacher Interviews

2017 Priority	**Sustainability of P-10 school in a rural area**
Goal	• Engage with Parent and Citizens Association to facilitate the development of a three year Business Plan. • Engage with community to establish a viable pre-prep program-kindergarten • Proactive Workplace Health and Safety Committee. • Whole School Professional Development Plan incorporate relevant professional development around Finance and One School training.
Progress	**Implemented and Ongoing** ➢ Review Business Plan ➢ Deploy staff and resources establishing e-kindy 2 days a week. ➢ Work with the ECEC with transitions to Prep ➢ WHS committee to meet each term ➢ Capability building of staff around One School features: Class dashboard, Timetabling, Excursion Planner, Finance and Workplace and Health Reporting.

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Future Outlook

Key Improvement Area's 2018- Reading, Writing, Numeracy

Reading **Focus** **Primary- Phonics** **Secondary- Vocabulary**	• Build capacity of staff to implement a daily 2 hour primary literacy block with a focus on the Big 6 of reading development. • Regular case management meetings focusing on reading development and identifying strategies for student intervention plans. • Engage in Professional Development on Explicit Instruction incorporating the work on Anita Archer and John Fleming. • In school professional development across Secondary teachers with a focus on the Big 6 of reading development to identify target areas from Year 7 to 10. • Literacy block planning documents created that incorporates curriculum links to C2C resources, data from NAPLAN and in school testing as well as ways of teaching reading, spelling and writing. • Ongoing professional development that focuses on the teaching of reading based on observations from classroom visits, data analysis and input from staff members. • Build capacity of staff in the teaching of phonics with regular coaching, feedback and observations to review teaching practices. • Deploy staff in ways to meet the needs of students during guided reading sessions. • Head of Curriculum position created from unused FTE to further develop and enhance curriculum development and data analysis • Employ a speech language pathologist to work with students and staff on oral language development. • Reading data conversations every 5 weeks with case management meetings to follow • Build efforts to understand the teaching of reading, specifically targeting students at risk of disengaging, students with a disability, students facing disadvantage. • Leadership team to embed the 14 parameters of school improvement by Dr Lyn Sharratt in daily practices. • The teaching of reading with a focus on phonics to be the key priority across all primary classes with regular updates in newsletters as well and information board at the local shop. • Report Cards handed out during Parent Teacher interviews with a focus on improvement and strategies and goals for students
Writing	• Teachers to use the Gradual Release of Responsibility Model to teach writing as part of a daily 2 hour literacy block with a focus on success criteria and feedback. • Gradual Release of Responsibility Model used in the teaching of writing across all KLA's from Prep to Year 10.
Numeracy	• Individual Curriculum Plans for students developed in consultation with parents and teachers with STLaN working with individual teachers to modify and adapt assessments to ensure student success. • STLaN to identify students in Upper 2 Bands and work with teachers to adapt curriculum and assessment tasks to extend students learning needs.

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	77	30	47	6	82%
2016	77	27	50	5	96%
2017	86	33	53	8	97%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

All classes in the Primary are multi-age classrooms. Prep to Year 3 is the Early Years precinct, Year 4 to 6 the Middle Phase Precinct, Year 7 to 9 the Junior Secondary Precinct and Year 10 the Senior Precinct.
The majority of students come from a rural background or live in the township of Bell or surrounding district. A sizeable cohort of students travel to school by bus.
Student numbers remained steady throughout the year and our students are receptive of new students and adjust when friends leave, in particular, when transitioning to secondary school in a nearby regional centre. Historically, the data indicates that classes have a higher percentage of boys.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	17	17	21
Year 4 – Year 6	15	14	22
Year 7 – Year 10	5	5	8
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery
The aim at Bell P-10 State School is to provide a curriculum which develops the capacity of our students to achieve their potential. We provided the full range of Key Learning Area's (KLA's) from Prep to Year 10 with the majority of subjects aligned to the Australian Curriculum.

Our Primary classes are taught in a multi age setting with students receiving a balanced program delivered by their classroom teacher in conjunction with specialist teachers in certain areas such as Music, HPE, and History/Geography. Students in Years 7 to 10 have access to specialist classes including Mathematics, English, HPE, Technologies, Science, LOTE and the Arts.

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Our approach to curriculum delivery include that:
- Students are exposed and supported to the level appropriate to their needs and abilities
- Classes are flexible and change to circumstances
- Primary classes undertake an uninterrupted 2 hour daily literacy block 5 days per week.
- Year 9 and 10 electives include Home Economics, Industrial Technology and Design and from 2018 Agricultural Science, Sport Science, Economics and Business and Civics and Citizenship.
- Positive Behaviour for Learning lessons are scheduled on a weekly timetable and supported through community events such as National Day against Violence and Bullying, Daniel Morcombe Day, Walk safely to School Day, Allergy Awareness Week, and Jump Rope for Heart, RUOK Day, Autism Day, Epilepsy Day, Adopt a Cop Program.
- Career Pathways Program- Work Experience, Industry Visits, on line lessons through Brisbane School of Distance Education, Defence Force visits.

Co-curricular Activities

- **Instrumental Music Program**
- **After Schools Sports though Sporting Schools**
- **Bell Bunya Trail Bike Ride**
- **Book Week and Book Fair**
- **NAIDOC Week Celebrations**
- **Primary and Secondary Excursions**
- **Excursion and Incursions**
- **Primary Eisteddfod**
- **Belle and Beau Ball**
- **Interschool Sports Days**
- **Community events such as Bell Show, ANZAC Day, Remembrance Day, Community Christmas Party, PBL end of semester celebration**

How Information and Communication Technologies are used to Assist Learning

At Bell P-10 State School ICT is recognised and utilised as an integral part of teaching and learning. All classrooms have access to electronic interactive whiteboards, associated software, portable laptop trolley and a well-equipped and maintained computer lab. All staff utilise their Computers for Teachers laptops efficiently to enhance the learning opportunities for students. Professional Development on the use of iPads in the classroom has seen these devices used in a wide variety of classroom for all different purposes.

Drones and robotics is another area we explored in 2017 with the aim of incorporating drone technology within our Year 7 to 10 classes as part of all science and HPE classes.

Social Climate

Overview
Bell P-10 State School has long established community links and continues to host the Bell and District Swimming Club and Community Playgroup on our campus. It is this connection with our community which has seen Bell P-10 State School become a host school for an e-kindy POD run by the Brisbane School of Distance Education. Our Responsible Behaviour Plan for students, in partnership with our Positive Behaviour for Learning program, focuses in a deliberate and visible manner to give recognition and reward for positive behaviour. Students who require a better understanding of the expectations of school are provided opportunities to develop these skills and have a clear, concise understanding of consequences. Bell P-10 State School prides itself on the universal expectations of Be Safe, Be Respectful and Be an Active Learner.

The dimensions that contribute to our positive school climate encompass: safety, teaching and learning, interpersonal relationships and our school environment.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	92%	100%	100%
this is a good school (S2035)	92%	100%	100%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
their child likes being at this school* (S2001)	92%	100%	100%
their child feels safe at this school* (S2002)	92%	100%	100%
their child's learning needs are being met at this school* (S2003)	92%	100%	100%
their child is making good progress at this school* (S2004)	92%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	100%	100%
teachers at this school motivate their child to learn* (S2007)	92%	100%	100%
teachers at this school treat students fairly* (S2008)	83%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%	100%
this school works with them to support their child's learning* (S2010)	92%	100%	100%
this school takes parents' opinions seriously* (S2011)	92%	100%	100%
student behaviour is well managed at this school* (S2012)	92%	100%	100%
this school looks for ways to improve* (S2013)	92%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	92%	94%	98%
they like being at their school* (S2036)	95%	86%	89%
they feel safe at their school* (S2037)	97%	97%	98%
their teachers motivate them to learn* (S2038)	97%	97%	100%
their teachers expect them to do their best* (S2039)	97%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	86%	97%	100%
teachers treat students fairly at their school* (S2041)	81%	97%	93%
they can talk to their teachers about their concerns* (S2042)	81%	83%	86%
their school takes students' opinions seriously* (S2043)	81%	91%	91%
student behaviour is well managed at their school* (S2044)	97%	94%	93%
their school looks for ways to improve* (S2045)	94%	94%	93%
their school is well maintained* (S2046)	92%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	92%	91%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	92%	96%

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Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	93%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	96%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	92%	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

At Bell P-10 State School we believe parents, caregivers and members of the wider community have a strong effect on their children's achievement. Parents and caregivers are encouraged to be actively involved with their children's learning and within the school community.

Parents and the wider community actively participate in the daily life of our school through:
- Active involvement in the P&C Association especially around the school and community partnership events of the Bell Bunya Trail Bike Ride, Christmas party as well as the various catering and support opportunities at sports carnivals and cultural celebrations.
- After school sports programs organised by the school and community members
- Community representation on the PBL committee
- Participation in special classroom events such as Mother's Day and Father's Day afternoons
- Parent Teacher interviews at the end of each semester.

Respectful relationships programs

Bell P-10 State School has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This is done by incorporating structured respectful relationships lessons as part of our daily Positive Behaviour for Learning (PBL) lesson sequence.

Monthly PBL committee meetings regularly discuss respectful relationships and using data collected from staff members appropriate strategies are put in place and followed up and reviewed.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	4	2	3
Long Suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

Bell P-10 State School continues their endeavour to identify and implement ways to reduce our environmental footprint. The school has embedded a SEMP (School Environmental Management Plan) to investigate further strategies for managing our environmental impact. Our school was awarded a Silver Award as part of Eco Schools Australia, one of only 3 awarded.

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	99,469	5,336
2015-2016	79,635	3,577
2016-2017	74,302	813

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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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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	15	14	0

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	11	8	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	3
Bachelor degree	10
Diploma	1
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $27,896.95.

The major professional development initiatives are as follows:

- Creating Successful Writers
- Coaching Conversations
- iPad Professional Development
- Leadership training
- Bronze Medallions
- First Aid
- Finance training
- Dr Lyn Sharratt Putting Faces on the Data

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

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Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	90%	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 2017 for all Queensland P-10/P-12 schools was 90%.

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
2015	92%	93%	93%	90%	93%	90%	94%	86%	81%	81%	90%		
2016	95%	93%	93%	94%	91%	94%	94%	98%	88%	DW	91%		
2017	97%	97%	96%	92%	95%	89%	92%	91%	96%	91%	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:
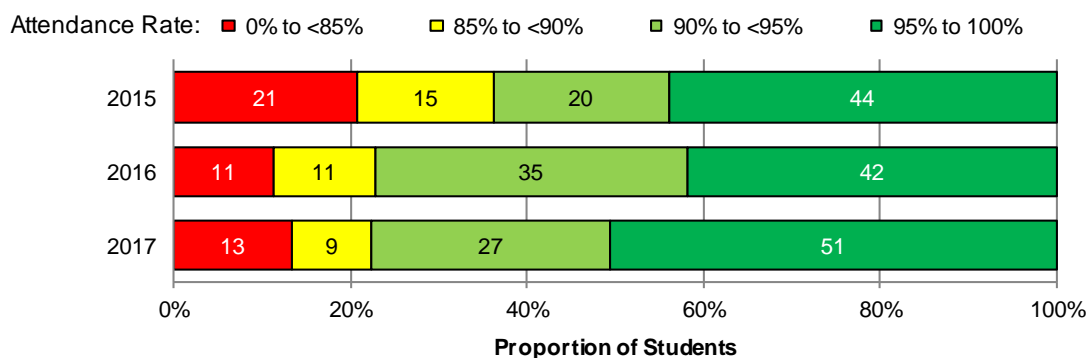
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

Bell parents are reminded regularly in our newsletter about the link between attendance and student outcomes. Where teachers notice absence patterns emerging, contact is made with the parent or caregiver to determine any particular reasons or concerns.

Administration staff follow up with students who are absent the same day they are away if it is unexplained. Supportive actions to assist with the needs of individuals are made with parents and school support staff to promote the return of regular attendance.

Formal absence letters are sent to parents as the need arises and if proactive strategies have not been successful in reducing student absenteeism.

In 2017 attendance roles were marked manually, with rolls being printed from One School. Rolls were marked twice daily by teachers, within 10 minutes of the start of instruction and within Period 6 in the afternoon. Attendance records were transferred into One School weekly by the Administration Officer.

Attendance rates across the school are worked out each week and announced on parade. Average attendance is calculated within each area of the school, P to 3, Year 4 to 6 and high school with rewards given to the year levels when the goal is reached.

NAPLAN

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

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

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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.

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