Dirranbandi P-10 State School

ANNUAL REPORT

2016

Queensland State School Reporting

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

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Department of Education and Training

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School Overview

Dirranbandi P-10 State School strives to develop an engaged and motivated school community, fostering individual achievement, social responsibility and wellbeing.

Our school is located in South West Queensland, 600km west of Brisbane, on the Castlereagh Highway. Dirranbandi is a small rural/remote town developed around rural industries including cotton, wool, sheep and cattle. Traditional custodians of the area, the Gamilaraay and Yeeralaraay peoples, contribute to the historical and cultural diversity within the town. The school provides a co-educational learning environment from Prep to Year 10 for approximately 70 students.

Dirranbandi P-10 State School's facilities caters for students from Prep-Year 10 within multi-age class groupings. Whole School Curriculum programs are developed from the Australian Curriculum for English, Mathematics, Science, The Humanities (History and Geography) and Health and Physical Education. Learning programs for The Arts and Technologies (Digital Technologies and Design and Technologies) are developed from both the Queensland Curriculum and the Australian Curriculum as we transition towards full implementation of the Australian Curriculum.

Students at Dirranbandi P-10 State School also have the opportunity to participate in the school's Stephanie Alexander Kitchen Garden Program in Years 3-6, our brand new, community supported Agricultural Science program in Years 7-10, and in Years 5-8 and onwards, can elect between Indigenous Languages or Chinese (delivered online through Cairns School of Distance Education). Year 1-6 students also have the opportunity to participate in weekly Religious Instruction sessions, or can elect to participate in Social Emotional Learning lessons. Year 9 and 10 students have a focus on Work Studies education and in Year 10 have the opportunity to participate in Distance Education or TAFE studies as well as Work Experience.

Extra-curricular activities include Homework Centre, the after school Sporting Schools program, participation in community events including but not limited to ANZAC day, the Dirranbandi Show and local CWA competitions and events.

A small but active Parents and Citizens Association contributes to school decision-making and makes donations towards extra-curricular activities and resources.

Principal's Foreword

Introduction

During 2016 Dirranbandi P-10 State School focused attention on core priorities of numeracy and literacy, explicit teaching and the learning and wellbeing of students. Our school's commitment to high quality teaching and learning, social and emotional skills, high expectations for student learning, a future focused approach to senior education and industry pathways, is demonstrated in this report. The school prides itself on a commitment to high expectations, closing the gap and creating a safe schooling environment where "every day, in every classroom, every child is learning and achieving". Our school vision, "Striving

for an engaged and motivated school community, fostering individual achievement, social responsibility and wellbeing" is a clear articulation of our schools goals and purpose.

Academic results and the pursuit of excellence are encompassed within our schools Social and Emotional Wellbeing program and our school's motto" **Success follows Effort**."

This report provides a snapshot of some of our school's achievements over the 2016 year.

School Progress towards its goals in 2016

During 2016 Dirranbandi P-10 School continued to strive towards improving school outcomes for all students. Some of our successes included:

- The implementation and review of existing Literacy/Numeracy programs, including Words Their Way, STRIVE, Back to Front Maths and targeted intervention to meet identified student needs.
- The introduction of STRIVE as a whole school approach to teaching vocabulary.
- Continued implementation of Cars and Stars as a whole school approach to effectively teach comprehension and improve student's use of comprehension strategies.
- The development of Evidence Based Plans (EBPs) to ensure students at risk of not achieving at NMS or a C achievement in English and Maths are receiving support and targeted intervention to meet their learning needs.
- Employment of a Teacher 0.2 FTE to work with targeted students to maintain and improve % of students achieving in U2B for Literacy and Numeracy.
- Providing resourcing, professional development and teacher release time to implement improvement strategies.
- Additional Teacher Aide hours purchased to support targeted support and intervention.
- The implementation of Age Appropriate Pedagogies in our Prep classroom.
- Initiation of the Agricultural Science Program planning and development.
- Increased attendance at our school Playgroup.

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Future Outlook

School Improvement Priorities 2017

Improvement priority: Improving student outcomes in Writing, through a focus on improved teacher pedagogy.

Strategy- Whole School Approach

Actions	Targets	Timelines
• Develop and implement a whole school approach to teaching writing	• Effective practices identified in Pedagogical Framework • Whole School Writing Framework	End of 2017

• Provide professional development and coaching to deepen teachers' understandings of the
  o Australian Curriculum: English learning area and General Capabilities: Literacy
  o Literacy Continuum
	• All staff participate	Term 1, 2017

• Refine student goal setting processes through Personal Learning Plan Meetings, with regular monitoring and reporting of goal progress and achievement. Every student will participate in collaborative setting of personal writing goals through school PLP meetings (parent, student, and teacher).	• PLP meetings every term • Teachers monitor and report every 5 weeks on goal progress and achievement.	Each Term
• Allocate resources to support the writing strategy.	• Necessary resources are available	Allocate resources each term
• Implement the Academic Success Guarantee initiative, an additional layer of targeted support offered to students with attendance above 90% students. Additional support to assist students in meeting or beating personalised writing and number goals.	• Additional support allocated each term for ASG students. • ASG reporting to parents every 5 weeks	Ongoing
• Implement strategies outlined in I4S	• All students achieve NMS for literacy; for student not at NMS a plan (EBP/ICP) outlines specific learning needs • All students achieve at or above benchmark for aspects of writing on the literacy continuum	Ongoing

Strategy- Explicit teaching of writing.

Actions	Targets	Timelines
• Work with Literacy team to develop a whole school framework for consistent whole school approach to writing; with a focus on sentence and paragraph writing	• Framework document completed	End of 2017
• Provide professional development for all staff including How to teach writing online coaching modules, STRIVE, Module 7, Words Their Way.	• Staff satisfied with their level of understanding	Semester 1, 2017
• Allocate resources to support the writing strategy.	• Necessary resources are available	Each term

Strategy- Coaching and Feedback

• Develop teacher capability through focused coaching and feedback of effective writing pedagogy. • Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning. • Refine classroom walk through protocols and provide 'look fors'	• All teaching staff to engage in school wide coaching and feedback processes	Ongoing

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Strategy- Purposeful Use of Data		
• Implement targeted intervention in response to data analysis. • Mentoring teachers to collect and analyse short term data sets and use the information to differentiate learning to improve student learning outcomes, • Guided by the collaborative inquiry model, teachers are to implement short data cycles in response to writing moderation (against the year level achievement standard and literacy continuum).	• Evidence of data being used to inform planning All students achieve at 'C' or above for English • All students achieve at or above benchmark for aspects of writing on the literacy continuum • All teachers implement short data cycles to improve student writing outcomes	Ongoing

Improvement priority: Improving student outcomes in Number, with a focus on a whole school approach to teaching Place Value.

Strategy- Explicit teaching of number

Actions	Targets	Timelines
• Provide professional development and coaching to deepen teachers' understandings of the o Australian Curriculum: Mathematics learning area and Proficiency Strands: understanding, fluency, problem solving and reasoning	• All staff participate	Term 1, 2017
• Allocate resources to support numeracy strategies	• Necessary resources are available	Allocate resources each term
• Every student will participate in collaborative setting of personal number goals through school PLP meetings (parent, student, and teacher).	• PLP meetings every term • Teachers monitor and report every 5 weeks on goal progress and achievement.	Each Term
• Implement action research project lead by Master Teacher, focused on effective pedagogical practices of teaching and consolidating place value understanding and application, in Years 3 to 6.	• Engage Yr3-6 teachers in the project. • Post test data indicates an increased understanding and application of place value concepts	Semester 1
• Identify effective whole school practices for the teaching of Place Value to inform review of Pedagogical Framework	• Effective practices identified in Pedagogical Framework	End of 2017

Strategy- Coaching and Feedback

• Develop teacher capability through focused coaching and feedback of effective number pedagogy. • Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice/action learning. • Refine classroom walk through protocols and provide 'look fors'	• All teaching staff to engage in school wide coaching and feedback processes	Ongoing

Strategy- Purposeful Use of Data

• Triangulate and analyse baseline numeracy data from standardised/diagnostic tests (CDATs, First Steps in Number, NCR Number diagnostics) and student work samples to inform students goals setting and inform teaching and learning • Implement targeted intervention in response to data analysis. • Mentoring teachers to collect and analyse short term data sets and use the information to differentiate learning to improve student learning outcomes, • Guided by the collaborative inquiry model, teachers are to implement short data cycles in response to number diagnostic assessment (against the year level achievement standard).	• Evidence of data being used to inform planning • All students achieve at 'C' or above for Maths • All teachers implement short data cycles to improve student Number outcomes	Ongoing

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	93	55	38	36	84%
2015*	73	37	36	23	68%
2016	77	39	38	32	88%

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 population consists of a diverse range of cultural, linguistic, socio-economic, urban and rural backgrounds. A proportion of students have additional learning needs, including students with a verified disability, students who have diverse learning needs including students with specific gifts and talents. Reflecting this diversity, the interests, needs and abilities of the students vary enormously.

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	15	15	14
Year 4 – Year 7	11	22	14
Year 8 – Year 10	5	4	4
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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Curriculum Delivery

Our Approach to Curriculum Delivery

Core subjects including English, Maths, History, Science, Geography, Design and Technologies, Digital Technologies, The Arts and Health and Physical Education.

- Kitchen Garden Program (years 3 to 6) aligned to technology
- Extensive whole school reading program (Maximising Achievement Program)
- Work experience and TAFE for year 10 students
- Information Design Technology (years 7 to 10)
- Ag Science (years 7 to 10)
- VET Certificates (year 10)
- LOTE – Indigenous Languages and Chinese (years 5-9)
- GOALS (Growth Options Achievement Learning Success) Program (Prep-10)
- Friday afternoon sports competition
- SEL (Social and Emotional Learning) (P-10) or Religion (years 1-6)
- Career Education (years 8-10)
- ASDAN (9-10)

Co-curricular Activities

- Instrumental Music Program for Middle school and Senior school students with band camps within the region
- Homework centre two days a week offering extended literacy and numeracy support for students
- After School Sports running two afternoons a week funded through the Sporting Schools Program.

How Information and Communication Technologies are used to Assist Learning

Information Communication Technologies are utilised within our school to enhance daily teaching and learning. ICT skills are developed across our Junior Primary school through weekly lessons, which also link to the Digital Technologies Curriculum. Laptops and iPads are widely used in classrooms throughout Prep to Year 10. All teachers are required to plan for ICTs across the curriculum. All classes use LCD interactive screens as a core teaching tool, moving teaching away from chalk and talk style teaching. Students present learning through a diversity of assessment utilising PowerPoint, Claymation, digital photography, sound editing, video and internet research.

Social Climate

Overview

Dirranbandi P-10 State School pastoral care programs address social climate issues such as: Career Education, QCE readiness and work readiness programs, Religious Instruction, Drug and Alcohol Education, Prior to Prep program and Leadership Development. This is complemented by a range of activities through: Lunchtime Activities & Competitions, Student Council, Sport, Extra-curricular activities, Arts and Cultural Programs.

We are a full uniform school with wide brimmed hats supportive of our sun safe policy. Students look wonderful in their uniforms and we present ourselves as a 'family' of Dirranbandi students to the school community and wider public.

There is a whole school parade once a week. Parade is used as a time to refocus student attention on the positive behaviour focus for the week. The time in homeroom is used to mark rolls, promote safe and supportive environment, communicate notices and discuss issues and the first 10 – 15 mins every day across the school students are exposed to reading. At the end of each term incentive draws and prizes for attendance are handed out to students. These parades enhance our "Every Day Counts" mantra and have supported an increase in student attendance across the school. At the end of each term the school hosts a positive rewards parade acknowledging excellence in behaviour and attendance during the term.

Our schools Student Representative Council includes two representatives from each year cohort, captains and vice captains (sporting and school based). All year 10s are seen as school leaders and are welcomed as a part of our schools SRC.

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Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child is getting a good education at school (S2016)	100%	100%	75%
this is a good school (S2035)	100%	75%	50%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	25%
their child's learning needs are being met at this school* (S2003)	100%	100%	75%
their child is making good progress at this school* (S2004)	100%	75%	75%
teachers at this school expect their child to do his or her best* (S2005)	90%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	75%	75%
teachers at this school motivate their child to learn* (S2007)	100%	100%	75%
teachers at this school treat students fairly* (S2008)	80%	75%	50%
they can talk to their child's teachers about their concerns* (S2009)	100%	75%	100%
this school works with them to support their child's learning* (S2010)	100%	75%	75%
this school takes parents' opinions seriously* (S2011)	89%	50%	75%
student behaviour is well managed at this school* (S2012)	80%	25%	0%
this school looks for ways to improve* (S2013)	90%	100%	50%
this school is well maintained* (S2014)	100%	75%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	89%	70%	78%
they like being at their school* (S2036)	74%	71%	74%
they feel safe at their school* (S2037)	89%	77%	65%
their teachers motivate them to learn* (S2038)	92%	87%	100%
their teachers expect them to do their best* (S2039)	100%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	89%	77%	78%
teachers treat students fairly at their school* (S2041)	79%	71%	96%
they can talk to their teachers about their concerns* (S2042)	84%	77%	87%
their school takes students' opinions seriously* (S2043)	82%	74%	77%
student behaviour is well managed at their school* (S2044)	63%	52%	57%
their school looks for ways to improve* (S2045)	86%	83%	87%
their school is well maintained* (S2046)	84%	77%	77%
their school gives them opportunities to do interesting things* (S2047)	79%	77%	74%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	94%	92%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	88%
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)	88%	100%	92%
staff are well supported at their school (S2075)	81%	92%	77%
their school takes staff opinions seriously (S2076)	94%	100%	85%
their school looks for ways to improve (S2077)	100%	92%	92%
their school is well maintained (S2078)	94%	100%	92%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement
At Dirranbandi P-10 State School a variety of strategies are used to involve parents and the wider community, including:
- An open-door policy within the school for all parents and community.
- Classroom Showcase each term.
- Special community activities e.g. Book Week, Education Week, NAIDOC Week, Sorry Day, Harmony Day, Reconciliation week.
- Parent/Teacher Conferences, including all students having a PLP (Personal Learning Profile) meeting with homeroom teachers once a semester.
- Parent information sessions.
- Parent involvement in Student Case Meetings, to identify adjustments to be made to assist students with diverse needs to access and participate fully at school.
- Staff involvement in the P & C, local Aboriginal Negotiation Table, Pony club, Showground committee, Dirranbandi Progress Association, ICPCA, CWA, Dirranbandi Fishing Club.
- Foundation and other community groups.
- School and staff involvement in community activities e.g. ANZAC Day, local show and CWA Competitions.
- Weekly Dazzler (Newsletter) outlining school events.
- Playgroup and other parenting programs.
- Volunteering in Reading Groups as a part of our whole school reading program.
- Participating in School camps and excursions.
- School Facebook page providing parent information on upcoming events, reminders, as well as celebrations of student learning.
- Speech Night

Respectful relationships programs
The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Health lessons from Prep through to Year 10 focus on relationships and sexuality, mental health and well-being and safety.
Students in Years 5-10 also participate in the Youth Justice Program– '"You Choose: Smarter Choices for a Better Future", covering various topics such as cyber safety, personal safety and some legal aspects of behaving responsibly in society. Each year Prep to Year 10 students participate in Life Education sessions aligned with the Australian Curriculum exploring the benefits of physical activity, food and nutrition, safety, positive relationships and friendship and resilience. In 2017 we will be implementing Peer Skills training for our year 7-10 students. This program will ensure our students develop skills, knowledge and strategies to help themselves and effectively support peers, friends and family members. Peer Skills also assists young people to connect with adults in supportive roles within their communities.

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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	18	20	44
Long Suspensions – 6 to 20 days	0	3	0
Exclusions	0	1	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

Students learn through the Science Curriculum (AG Science) to wisely managing School resources and focuses on water minimisation, water conservation, energy efficiency and biodiversity improvements. Our Stephanie Alexander Kitchen Garden Program has continued during 2016 and have assisted students in realising the environmental impact they have within the world today.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	101,741	0
2014-2015	95,784	
2015-2016	25,818	

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.**

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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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	12	10	<5
Full-time Equivalents	10	8	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	4
Bachelor degree	12
Diploma	
Certificate	

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $**23 130.**

This includes the total amount allocated for teacher release, fees and professional development associated costs. Over this year professional development was focused on data analysis, quality teaching, numeracy and literacy, reading and vocabulary.

The major professional development initiatives are as follows:

- MS SWD Tutor Online Training, ASD, Dyslexia and Reading Difficulties
- Beginning Teacher PD
- Maximising Achievement Program/DDSW Regional Principal Business Meetings
- OneSchool/DDSW Finance Training
- Staff Leadership: QSIL, Take the Lead
- Digital Technologies
- ASD Workshop
- IPad use
- Curriculum Differentiation
- Whole school spelling program Words Their Way
- Explicit Instruction : Anita Archer
- Age Appropriate Pedagogies
- Peer Skills Training

The proportion of the teaching staff involved in professional development activities during 2016 was **100 %**

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 74% 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).	87%	85%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	70%	79%

*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.

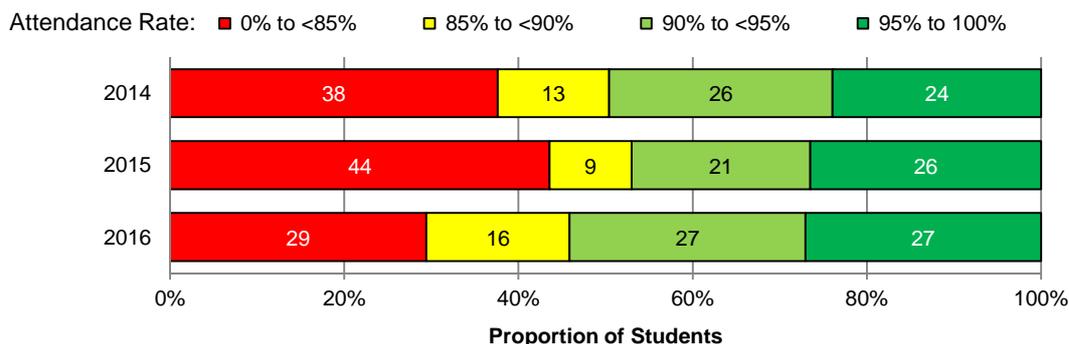The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

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**
2014	82%	85%	90%	88%	89%	89%	87%	90%	77%	84%	86%		
2015	78%	85%	83%	93%	81%	90%	83%	82%	95%	52%	91%		
2016	81%	89%	89%	91%	88%	87%	90%	85%	86%	70%	41%		

*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.

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Student Attendance Distribution
The proportions of students by attendance range:

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%
2014	38	13	26	24
2015	44	9	21	26
2016	29	16	27	27

0%   20%   40%   60%   80%   100%

Proportion of Students

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.

At Dirranbandi P-10 State School, class rolls are maintained for each class. These rolls are marked at the commencement of the first and last sessions of the day by the Class Teacher. This information is then entered into the Department's OneSchool system, daily, by the administration staff. A phone call from administration is made by 10am that same day, seeking a reason for the absence. In some cases parents are involved in meetings with the Principal to discuss unexplained and lengthy absences.

In 2016 student incentives for attendance have continued to be included as a key part of our school's programming and philosophy.

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

| School name | **GO** |

| Suburb, town or postcode |

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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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