

Mount Cotton State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The School Annual Report outlines the achievement of students and staff at Mount Cotton State School in 2015.

Throughout this year, we continued to enact our vision to grow Clever, Creative and Caring individuals. We are passionate about our school being a place where everyone reaches their potential and loves to learn.

Our Statement of Purpose reminds us, every day, of what we need to focus on to achieve our vision.

Every Student Counts – this ensures that every child is catered for, that every child reaches their potential and have an opportunity to embrace their unique skills and talents

Every Teacher Counts – this ensures that every teacher is aware of their role in reaching our vision and are accountable for all students across the school.

Every Minute Counts – this ensures that we support our parents in having their child attend school for the maximum amount of time, as well as ensuring that our teachers make the most of instructional time; that we do not miss an opportunity for learning to take place.

Mt Cotton Counts – this ensures that we are reminded on a regular basis that we support a community of learners and that our influence goes beyond the school gates

To reach the highest standards of learning, especially in Literacy and Numeracy, to which we aspire for our students, we are investing in:

- Committed skilled teachers who are constantly striving to improve their teaching practice
- 21st Century Learning focusing on mobile technologies, 24 hour access to learning and flexible, differentiated curriculum delivery
- An engaged, involved school community committed to the schools continuing success and improvement

School progress towards its goals in 2015

Quality Teaching of Mathematics

Reinforce and measure using short term data cycles (Team IQ) the effectiveness of high yield strategies, focusing on Number acquisition (linking back to Brian Tickle PD)	Completed in 2015 and continuing in 2016
Refine processes for identifying and supporting students tracking just below and tracking at U2B in Numeracy, utilising PAT- Maths	
Identify and purchase purposeful physical resources that support the pedagogical development of staff in the areas of Mathematics	
Embed short and long term formative and summative assessment in Mathematics- ensure that the Corporate data is loaded onto One School	
Utilisation of an Instructional Coach to research, model and expose staff to high yield strategies in Mathematics – focusing on the early years through GRG funding	Completed in 2015.
Define and embed a consistent instructional approach to the teaching of Mathematics	Partially completed and continued in 2016.

Engage in a school wide approach to utilising the regional Assessment & Monitoring Tool for Numeracy – targeting P – 2 as a priority – through the Maths PLC	Completed in 2015.
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Quality Teaching of Reading

Reinforce the Mt Cotton Reading Instructional approach and begin measuring effect size of high yield strategies using common formative assessment	Partially completed and continued in 2016.
Utilise Formative Assessment data to inform 5 week Data Cycles (Team IQ) with a focus on Reading	Implemented in 2015 and continuing in 2016
Identify and purchase purposeful physical resources that support the pedagogical development of staff in the areas of Reading	Completed in 2015 and continuing in 2016
Utilisation of an Instructional Coach to research, model and expose staff to high yield strategies in Reading– focusing on the early years through GRG funding	
Utilise Instructional Coach to check on school wide consistency of Literacy Block expectations and delivery of reading program	
Reinvest in a school wide approach to utilising the regional Assessment & Monitoring Tool for Reading – targeting P – 2 as a priority	Completed in 2015.

High Quality Professional Learning Culture

Continue to define elements of the Mt Cotton Method Pedagogical Framework and link this to PDP's of all staff	Completed in 2015 and continuing in 2016
Utilise trained Peer Coaches to support staff in reflecting on practice and getting feedback on key areas of development using the Peer Coaching process	
Utilise PLC's to drive school wide improvement in the areas of English, Mathematics, SSE and Personalised Learning – embed the Dufour Big 4 Questions Collaborative Inquiry model	
Continue to build and refine the whole staff understanding of PLC processes and philosophy	

High Quality Differentiated & Personalised Learning

Continued focus on utilisation of the Differentiation surfboard to differentiate classroom instruction and intervention	Completed in 2015 and continuing in 2016
Continued focus on staff professional learning around quality differentiation	
Utilisation of 1:1 iPad applications that support self-paced, self-regulated Personalised learning opportunities	

High Quality Support Programs Catering for Diverse Needs

Continue to evolve and grow the Great Mates, Peer Support & Chaplaincy programs	Completed in 2015 and continuing in 2016
Continue to evolve the Support Service team, focusing on timely adjustments to student programs, in-class support and effective processes for student identification	
Utilising GRG funding, implement the Mt Cotton TIP (Targeted Intervention Program) focusing on: <ul style="list-style-type: none"> - Prep, Year 1 and Year 2 Phonics - Year 1 ELF Intervention (Term 1 and 3) - Year 2/3 Targets U2B Intervention - Year 4/5 Targeted U2B Intervention (Booster Project) 	

High Quality Student Engagement in Learning & Community\

Continue developing the whole school behaviour program, focusing on student data tracking on One school and embedding the 3 C's and 3 R's into the school culture	Completed in 2015 and continuing in 2016
Whole school approach to improving student engagement in learning , focusing on the reduction of minor incidences during instructional times	
Review Leadership Program for senior students – focusing on the learning of specific leadership skills/ attributes as part of a character development program	

Future outlook

Our 2016 Explicit Improvement Agenda is:

- Reading, in particular Upper 2 Bands
- Problem Solving
- Attendance
- Team IQ – collaborative inquiry

Strategy: Successful Learners - Improve the literacy and numeracy outcomes for every student.

Actions

Develop a whole school approach to the teaching of spelling.

Develop a consistent writing framework (7 Steps).

Implement Jolly Grammar and Jolly Phonics – Prep to Year 4.

Utilize Instructional Coach to ensure school wide consistency of Literacy block expectations and delivery of reading program (effect size).

Continue to embed our Mount Cotton Non-Negotiables in every classroom.

Reinforce and measure using 5 week data cycles (Team IQ) the effectiveness of high yield strategies, with a reading and number focus.

Develop a whole school approach to the teaching of problem solving skills and a common language for the 4 operations.

Tighten moderation process and participate in a cluster moderation with the purpose of strengthening teachers' abilities to make judgements accurately

Strategy: Celebrate improvements in student learning, behaviour and attendance.

Actions

Review attendance policy.

Implement student school leadership program for our school leaders.

Continue developing the whole school behaviour program, focusing on student data tracking on OneSchool and embedding the 3Cs and 3Rs into the school culture.

Continue our social skills programs - Great Mates, Peer Support and our Chaplaincy program.

Strategy: Successful Learners - Ensure every student is learning through a differentiated and successfully delivered curriculum.

Actions

Continue to enhance the differentiation planners and ensure their effectiveness with teachers.

Continued focus on staff professional learning around quality differentiation.

Promote personalised learning and targeted feedback by developing students' abilities to plan and track their learning progress.

Complete Individualised Curriculum Plans (ICP) for target groups.

Provide Intervention, Prevention and Extension to identified students (for example, ELF, Support-A-Talker, Altitude and Jump Programs).

Continue to evolve the SNAC committee & SWD Team, focusing on the timely adjustments to student programs, in-class support and effective processes for student identification (including gifted students through SAGES testing).

Develop our Altitude Program – extension program across the KLAs. Employ 0.4 Altitude Pioneer (I4S Funding) to support our extension (Upper 2 Bands) program.

Develop a school wide approach to higher order thinking skills.

Strategy: Create partnerships - Promote stronger partnerships between early years providers and Mount Cotton to ensure children make successful transitions into schooling

Strategy: Further engage in our cluster high schools.

Actions

Extend the community based early years network program to further enhance knowledge of on-entry Prep expectations (school readiness) and to assist in a smooth transition into Prep.

Continue with our Springboard Program as a transition to high schools.

Engage in cluster meetings to enhance partnerships with schools in our local area.

Strategy: Enhance student learning through the innovative use of information and communication technology.

Actions

Provide iPads in all Prep to Year 3 classrooms to enhance student learning.

Roll out our 1:1 Learning Your Way iPad Program in Year 4 and Year 5 and Bring Your Own Device (BYOX) in Year 6.

Participate in the Apple Towards Transformation project – individualised professional development.

Strategy: Build a culture of collaboration and reflection in which all teachers ensure that every student learns at high levels by collectively focussing on results and pedagogical performance.

Actions

Implement the Annual Development Performance Plans for all staff members.

Employ 0.5 FTE Instructional Coach (I4S Funding)

Implement the Mentoring Beginning Teachers Program.

Develop Mount Cotton Induction program for new staff members.

Embed the Team IQs (PLTs) process.

Utilise PLTs to drive school wide improvement in the areas of English, Maths, Supportive School Environment and Personalised Learning.

Develop a strong teacher feedback culture that permeates the school.

Strengthen the current Peer Coaching Program, training 4 more coaches and providing time for the process to occur (once a semester).

Strategy: Continue to define elements of the Mount Cotton Method pedagogical framework.

Actions

Develop a whole school approach to goal setting.

Embed the 5 Es in classroom curriculum delivery.

Implement the Mount Cotton Data Plan, ensuring regular data analysis to inform teaching practice and provide feedback to students.

Upskill teachers in the consistent delivery and analysis of diagnostic tests.

Strategy: Enhance local decision making through engagement with the local community.

Actions

Continue to provide opportunities for parents and carers to provide feedback to the school on key areas of school development.

Create a parent portal on our website to provide curriculum information to our parent community.

Provide parent workshops (information sessions) around our key improvement agenda.

Develop a consistent brand when marketing the school.

2016 - School Improvement Targets

Strand	Year Level	Measure	2015 School Results	2016 Targets	
Reading	Year 3	NMS	97.2	97%	
		U2B	36.6	51%	
	Year 5	NMS	98.8	96.9%	
		U2B	35.8	55.2%	
Writing	Year 3	NMS	97.2	97%	
		U2B	43.7	45%	
	Year 5	NMS	100	98%	
		U2B	39.5	37%	
Spelling	Year 3	NMS	98.6	99%	
		U2B	35.2	39%	
	Year 5	NMS	96.3	97%	
		U2B	29.6	30%	
Grammar & Punctuation	Year 3	NMS	97.2	98%	
		U2B	59.2	60%	
	Year 5	NMS	95.1	97%	
		U2B	32.1	38%	
Numeracy	Year 3	NMS	98.6	98%	
		U2B	26.8	47%	
	Year 5	NMS	98.8	98%	
		U2B	27.2	30%	
Attendance	95%				
Behaviour Targets	Reduction in the number of physical misconduct incidents by 5% (2015: 172 incidents) Reduction in the number of major and minor incidents by 5% (2015: 375 incidents) Positive incidents recorded to exceed behaviour incidents (2015: 48 positive/375 incidents)				
A-E Targets	A = 15%	B = 20%	C = 50%	D = 10%	E = 5%
A-C Target	85%				
School Opinion Survey Targets	Staff: 94% and above for all questions Students: 94% and above for all questions Parents: 90% and above for all questions				
Reading Levels	Prep	PM Level 5			
	Year 1	PM Level 13			

80% of cohort	Year 2	PM Level 22
	Year 3	PM Level 26 and Level 3 Prose
	Year 4	Prose Level 4
	Year 5	Prose Level 5
	Senior	Prose Level 6
PAT Tests	Stanine 4 and above	

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	597	285	312	6	96%
2014	633	301	332	9	97%
2015	613	296	317	10	97%

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 2015, 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:

Established in 1876, Mount Cotton State School has been providing quality education to generations of families and enjoys strong ties with its local community. Some students attending the school are descendants of the original families who settled the area.

The community holds high expectations for the learning and behaviour of students. The student body is predominantly of an Anglo-Saxon cultural background so the teaching of LOTE and associated cultural studies is an important aspect of a well-rounded education.

Mount Cotton State School operates a high quality Special Education Program for students with a range of disabilities. Students learn in mainstream classes with the support of a Special Education teacher and teacher aides.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	23	22
Year 4 – Year 7 Primary	24	25	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	5	4	10
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- Early Years Literacy intervention program (ELF) targeting literacy in Year 1
- Distinct Senior Springboard program for Year 6 students
- Elite Skipping Team – The Cottonhoppers
- Instrumental Music, choir competing in local competitions
- Special Education program
- Japanese LOTE program for Year 4, 5 and 6 students
- 1:1 iPad programs – Year 4

Extra curricula activities

- Excursions and Incursion programs across Key Learning Areas
- Inter School carnival days for sports such as touch football, European handball, netball and field hockey
- Mathematics Extension programs : Maths Olympiad
- English Extension programs: Readers Cup
- Science Extension program : Science Days of Excellence
- Participation in UNSW National testing for English, Maths, ICT and Science
- Outdoor Education programs – camps for Years 4 – 6

How Information and Communication Technologies are used to improve learning

At Mount Cotton State School, we are committed to providing opportunities for all students to access a range of digital technologies to enhance learning. Teachers plan specific learning activities integrating ICT's within their units of work. All students access the Internet as well as a range of programs for online learning such as Mathletics, Reading Eggs, Spelling City and Study Ladder.

The professional Development agenda is designed to focus on the enhanced integration of effective digital pedagogies. The use of Virtual Classrooms on the Learning Place as well as the use of digital learning objects has significantly enhanced opportunities for students at school and at home. Every classroom has an interactive whiteboard to support teacher instruction and student engagement in the learning process. Significant investment has been placed into purchasing iPads, laptops and a variety of other mobile technologies to enhance student learning. We have a 1:1 iPad program in Year 4.

Social Climate

The central focus at Mt Cotton State School is the 3 Core Values: Respect, Responsibility and Resilience. These values are articulated in classrooms and across the school on a daily basis, with their output realising our vision of growing Clever, Creative and Caring individuals. These values are reinforced by all members of the community, and are a powerful means of guiding students to become successful students, creative and informed citizens.

Teachers provide a high level of pastoral care for their students. This is reflected in the significantly positive 98% of children stating they are getting a good education and 95% stating they feel safe. With the successful implementation of Peer Support, Great Mates, Student Leadership and Chaplaincy in 2015, the school will continue to support the emotional development of all students.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	94%	90%
this is a good school (S2035)	97%	96%	88%
their child likes being at this school (S2001)	100%	98%	99%
their child feels safe at this school (S2002)	100%	98%	96%
their child's learning needs are being met at this school (S2003)	97%	94%	86%
their child is making good progress at this school (S2004)	93%	90%	90%
teachers at this school expect their child to do his or her best (S2005)	97%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	92%	89%
teachers at this school motivate their child to learn (S2007)	93%	94%	92%
teachers at this school treat students fairly (S2008)	93%	92%	93%
they can talk to their child's teachers about their concerns (S2009)	90%	98%	97%
this school works with them to support their child's learning (S2010)	97%	92%	93%
this school takes parents' opinions seriously (S2011)	93%	88%	83%
student behaviour is well managed at this school (S2012)	93%	92%	89%
this school looks for ways to improve (S2013)	97%	98%	92%
this school is well maintained (S2014)	100%	100%	92%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	97%	98%
they like being at their school (S2036)	95%	92%	96%
they feel safe at their school (S2037)	94%	95%	95%
their teachers motivate them to learn (S2038)	97%	95%	98%
their teachers expect them to do their best (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	91%	93%	95%
teachers treat students fairly at their school (S2041)	95%	83%	90%
they can talk to their teachers about their concerns (S2042)	89%	85%	91%
their school takes students' opinions seriously (S2043)	90%	79%	93%
student behaviour is well managed at their school (S2044)	87%	79%	88%
their school looks for ways to improve (S2045)	96%	97%	97%
their school is well maintained (S2046)	92%	92%	98%
their school gives them opportunities to do interesting things (S2047)	96%	92%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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)	95%	94%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	77%	82%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	100%
student behaviour is well managed at their school (S2074)	95%	86%	100%
staff are well supported at their school (S2075)	95%	97%	100%
their school takes staff opinions seriously (S2076)	95%	97%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	95%	97%	89%
their school gives them opportunities to do interesting things (S2079)	93%	97%	100%

'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 and carers are encouraged to enhance their children's education by developing productive relationships with the school. Maintaining open and respectful communication between the school and home is a key aspect to these relationships. Parents are welcome to discuss their children's progress at any time during the school year, as well as at formal parent-teacher interviews. School and P & C newsletters are distributed on alternate weeks to keep parents up to date with activities and celebrate student success.

A range of opportunities are offered to parents to become involved in their child's school including:

- Parent Coffee chats and Parent Consultative groups
- Assisting in classroom programs such as volunteering for Banking/ Tuckshop
- Running and coordinating fundraising activities throughout the year
- Attending assemblies on a weekly basis
- Attending various celebration days at the end of each term for specific year levels
- Utilising Facebook as a mode of communication with their fellow parents
- Attend Excursions and Incursions

Reducing the school's environmental footprint

The school has investigated a variety of measures to reduce paper usage, including engaging a staff member to conduct data analysis in this area and come up with strategies to reduce our carbon footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	138,927	1,428
2013-2014	145,318	439
2014-2015	147,537	

*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.

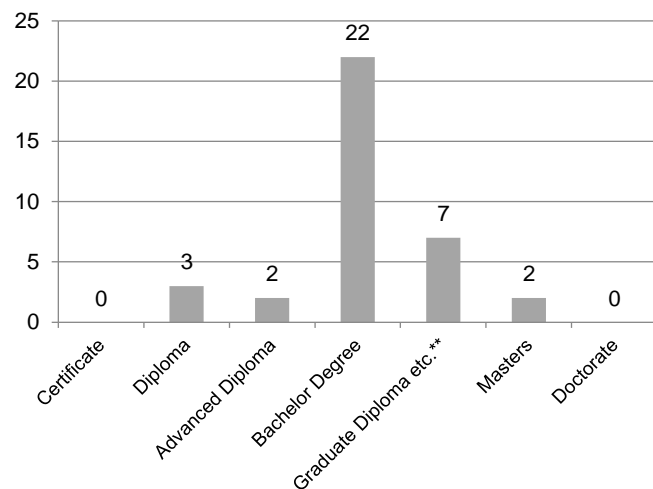
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	42	20	<5
Full-time equivalents	35	12	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	2
Bachelor Degree	22
Graduate Diploma etc.**	7
Masters	2
Doctorate	0
Total	36



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$17026.14 plus \$27406.80 through Investing for Success funding.

The major professional development initiatives are as follows:

- Jolly Phonics
- Differentiation
- Teaching of Reading
- English and Maths Australian Curriculum – Guaranteed and Viable Curriculum
- A range of special education professional development
- Peer Coaching
- Behaviour Management PD
- STRIVE with Ros Scandar
- Writing
- Moderation

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

GO

Sector:

Government

Non-government

SEARCH

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	94%	93%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

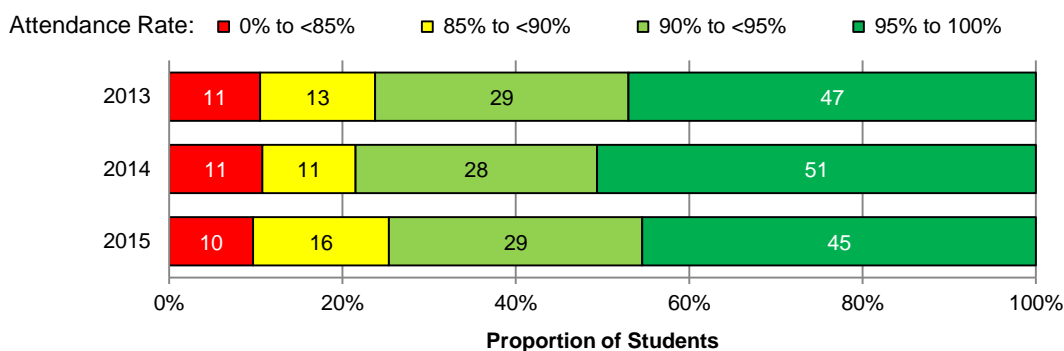
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	93%	94%	92%	93%	92%	91%	92%					
2014	94%	93%	92%	95%	94%	93%	92%	88%					
2015	94%	92%	93%	91%	93%	93%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Implementation of electronic roll marking was embedded in practice at the start of 2013. Teachers are provided with sample rolls to ensure they are familiar with absence codes. Class rolls are marked twice daily. Days absent are generated on the end of semester student reports.

Parents can inform the school about their child's absences via the telephone school absence line. Blue slips are issued daily. Students arriving at the start of instruction report to the school office for a "late slip". Parents who collect their child before the end of the school day sign on "early departure" register.

Class teachers notify the school office of unexplained absences of greater than 3 days which are then followed up by administration staff. Longer periods of unexplained absences are referred to the principal and managed in accordance with the Truancy flowchart.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Sector:

Government

Non-government

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

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