



Tallebudgera State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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Thank you for taking an interest in Tallebudgera State School. This report outlines our recent achievements, progress towards goals and future strategies to improve student performance. It also contains our school profile, the curriculum approach and extra-curricular offerings, satisfaction levels of parents, students and staff and the performance levels of our students.

School overview

Tallebudgera State School is an Independent Public School, situated in a picturesque setting, close to the coast. We are committed to delivering a high quality education to all students. Our motto is 'Strive for Excellence' and this underpins our whole school ethos and operation.

Tallebudgera State School has a positive school climate with high levels of community involvement in class programs and school life. Parents and carers are closely engaged in their child's learning and provide support at home for consolidation of classroom learning. Our school community is known for being caring and welcoming and this is reflected in the conduct of our students.

Our skilled and dedicated professional team provide explicit teaching, high expectations and engaging learning activities. Our curriculum prioritises English, Maths and Science to ensure that students develop strong foundations for all learning areas. Our approach includes formal instruction in literacy and numeracy starting early in the Prep year and builds on these skills throughout each subsequent year of schooling. Thinking skills are taught through engaging students in philosophical inquiry questions embedded in the curriculum units. Our learning activities involve the use of computer technology to engage students and provide instruction and opportunities at individualised levels.

Our targeted teaching approach ensures that each student is challenged at their individual level of learning and includes opportunities for support and extension. From Years 2-6 the whole team of teachers take responsibility for differentiating the teaching for each student in the cohort.

Building a consistent work ethic is important at Tallebudgera State School and we support students to develop positive and proactive classroom and playground behaviours. Our students' standard of behaviour and effort is outstanding. This is due to explicit teaching, caring relationships between staff and students and high levels of support from parents. Students know what excellence in learning looks like and teachers provide daily feedback to students about their learning and behaviour. Our school mascot is the Tally Tiger and this engaging character is used to reinforce values of resilience, courage, individuality and persistence.

We value a balanced school experience and have strong performing arts and sport programs. Public speaking is taught from Prep onwards and we provide ongoing opportunities for children to build their confidence in front of an audience. Our dance groups and choirs provide entertainment at school and community events and successfully compete in the local eisteddfod. We have a school rock band open to all students from Year 2 upwards. Our instrumental music program takes students from Years 3-6 and includes brass, woodwind, percussion and stringed instruments. Each class incorporates physical activity into the school day. Specialist teachers implement the Physical Education program. Students participate in interschool sports, athletics and swimming. A range of before and after school programs are offered on site by local clubs and sports coaches.

School progress towards its goals in 2018

Priority Goal – Improve student learning outcomes in writing

Progress Summary

- Increased consistency of curriculum implementation in writing through a focus on analysing writing standards and the creation and delivery of explicit writing unit plans and lessons.
- Enhanced consistency of teacher judgement of writing assessment using monitoring tasks (i.e. writing checkpoint tasks), year level moderation and feedback strategies (i.e. Writing Action Plans).

Priority Goal – Improve student learning outcomes in STEM (Science, Technology, Engineering and The Arts)

Progress Summary

- Technology subject year level plans developed for all year level bands.
- Consistent implementation and assessment of the Digital Technology subject across all year level bands.
- Design technology curriculum units integrated with other subject areas and trialled across specific year levels.

Priority Goal – Improve student learning outcomes in reading

Progress Summary

- Professional learning on close reading strategies and Fountas & Pinnell benchmarking system delivered to all staff.
- Reading data analysed to identify school wide trends and develop individual student reading goals used in classrooms.

Key Areas of Development

Progress Summary – Teaching Practice

- Expansion of the whole school coaching model (including classroom observations of the six critical elements of explicit instruction and feedback) to include Watching Others Work opportunities with cluster schools.
- Continued embedding of whole school practices aligned with documented Tallebudgera State School Pedagogical Framework and Core Practices.

Progress Summary – Attendance

- Attendance monitored through individual fortnightly meeting between School Improvement Team Leaders and classroom teachers (i.e. Dashboard Meetings).
- Attendance below 90% identified and followed up by classroom teacher and Leadership team where required.
- Recognition of 99-100% attendance through awards presented at school assemblies.

Progress Summary – Partnerships

- Development of School Infrastructure Plan to maximise the use of school facilities as valuable assets within the community.
- Outstanding achievement of students acknowledged through class and school awards.
- Partnership with the P&C resulted in successful community events and fundraising.
- Collaboration with the cluster of local schools and Southern Cross University led to the development of a program for supporting the learning of beginning and early career stage teachers.

Future outlook

Tallebudgera State School looks forward to sustained improvement, innovation and educational leadership to benefit students at our school and beyond.

The school strategic plan for 2016-2019 is based on our school motto, "Strive for Excellence". Our vision is:

STUDENTS	STAFF	COMMUNITY
<ul style="list-style-type: none"> •EXCELLENCE for LEARNING and PERSONAL DEVELOPMENT: All students strive for excellence and value learning, responsibility and community. 	<ul style="list-style-type: none"> •EXCELLENCE in TEACHING and SUPPORT SERVICES: The school is recognised as a centre of teaching excellence and leadership development. 	<ul style="list-style-type: none"> •EXCELLENCE in supporting LEARNING and PRODUCTIVE RELATIONSHIPS: Partnerships with the community involve active engagement and connection with people, projects and facilities that are mutually beneficial.

Summary of 2019 School Improvement Planning			
Improvement Priorities			
Reading	Writing	Technology	
Targets			
95% minimum individual attendance (unless a reasonable reason applies)	All students C or above or an individual intervention or support strategy AND improvement evident	At least 65% students A or B AND improvement evident	NAPLAN MSS and U2B > Nation and improved
Key Improvement Strategy Areas			
Professional Learning Develop teacher capability	Pedagogy Implement highly effective teaching practices	Partnerships Collaboration within the school and beyond to improve opportunities and outcomes for students <ul style="list-style-type: none"> ○ Educational leadership and support of other schools 	People Enhance positive school culture through strengthening wellbeing practices for staff and students <ul style="list-style-type: none"> ○ Implementation of a whole school wellbeing strategy
Focus practices include: explicit instruction; gradual release of responsibility; effective feedback and catering for diverse needs.			

During 2019, our next Strategic Plan will be developed to outline a new vision for future improvement, while retaining the highly successful characteristics of the school such as the sense of community and care.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	782	771	795
Girls	363	363	377
Boys	419	408	418
Indigenous	43	41	30
Enrolment continuity (Feb. – Nov.)	97%	97%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

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

Characteristics of the student body

Overview

All classes from Prep to Year 6 are coeducational with single year levels and two multi-age classes. The school has low levels of student mobility. With enrolment demand increasing steadily, an enrolment management plan has been in place since 2013. The majority of our families are in permanent local employment or in business. The community places a high value on a secure and stable lifestyle, community involvement and quality educational experiences for their children. The school provides differentiated support and targeted teaching for all students including our high achieving students as well as students with disabilities.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	23
Year 4 – Year 6	26	26	26

Note:

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

Curriculum delivery

Our approach to curriculum delivery

At Tallebudgera State School, we continually set high expectations for our students' achievement. Learning activities include relevant, challenging, problem-based activities aimed at developing global citizens. We constantly articulate that learning is our highest priority for developing the whole child.

Our curriculum is designed around units that follow the Australian Curriculum subject areas of English, Mathematics, Science, History, The Arts, Technology, Health and Physical Education and Languages other than English. Our curriculum priorities are English, Maths and Science to ensure that students develop strong foundations for all learning areas. We provide explicit daily teaching in literacy and numeracy including oral language programs, spelling programs, structured and sequential reading skills program, hands-on learning and real world maths investigations.

- We have an outstanding early childhood program in Prep and Year one with expert teachers introducing children to formal learning in a warm and supportive environment where learning matches students' interests and development needs as they progress through each year level.
- Our curriculum is differentiated so that children are working on content at precisely the right level of challenge. This is achieved through regular pretesting of content, targeted teaching groups and constant monitoring through formative assessments. Teachers are supported to collaborate in year level teams to provide targeted teaching in groups formed across the whole year level.
- Positive supportive relationships with parents are built through teachers regularly providing parents with information about curriculum content and teaching strategies and encouraging parental involvement in the classroom. We ensure that students with particular gifts, talents, interest and needs are supported through our collaborative year level team approach.
- Japanese is taught as the Language Other Than English.
- Instrumental music lessons are offered through a specialist teaching program from years 3-6.
- Critical and creative thinking and philosophy questions are embedded in unit plans to develop higher order thinking skills.

Co-curricular activities

At Tallebudgera State School, we value participation in extra curricula programs to develop excellence in a variety of areas including visual and performing arts, computer coding and sport. These activities include:

- Interschool and intra-school sport programs
- Before and after school sport programs
- Speechmakers – a cluster public speaking festival
- Student Council
- Student led programs – Recycling, Playground Pals, Wrapper free Wednesday, Lunchtime Social Clubs, Fundraising events.
- Eco Marine Program – Environmental Student Ambassadors and Support Crew Leaders
- Dance
- Instrumental Music
- Choirs
- Rock Band
- Computer Coding Club
- Drone Club
- Book Week activities
- Art Club
- Gardening

How information and communication technologies are used to assist learning

Computers and iPads are used in a variety of ways at Tallebudgera State School as tools for learning. Each class is provided with at least one desktop computer and an allocation of either iPads or laptop devices. Students are taught to use software programs and are supported to use these to research, record, create and present information and ideas. Teachers use online environments as a means to provide a range of curriculum offerings to meet diverse student needs. All students have access to internet and email from classroom computers.

In addition, sets of iPads and laptops allow group access to ICTs. A Bring Your Own Device (BYOD) program was successfully introduced in 2017 with Years 3-5 bringing iPad devices and Year 6 bringing iPads or laptops. The new digital technologies curriculum was introduced into all year levels in 2017 and implemented in 2018.

Other multimedia resources such as digital cameras and film making equipment are phased out or replaced by iPad devices for students and staff in conjunction with computers to support learning. Teachers have the opportunity to get a school iPad in addition to their laptop to use as teaching tools.

Some tasks are presented in online environments for children to access from anywhere with using their personal or school devices. This allows for consolidation of classroom learning and for parents to see the content of classroom learning in more detail. Class teachers maintain electronic and web based communication with parents and students with regard to homework assignments, messages and information e.g. excursions, parent interviews.

Social climate

Overview

Community and care are at the heart of the Tallebudgera State School experience. We have great pride in our school and the way in which our community works together to provide exceptional educational opportunities for all our children. We maintain a safe, supportive and disciplined learning environment that involves whole school inclusive approaches that cater for student diversity and wellbeing.

Success for all students is paramount and we acknowledge that every student learns at different rates and in different ways. Teachers foster the development of a positive self-concept, challenging each student to continue to learn and to strive for excellence. Children are taught that making mistakes is a vital part of the learning process and that we can improve our intelligence through effort and persistence.

We maintain high standards for student behaviour and support this through explicit teaching of expectations, recognition of positive behaviour and building positive relationships with children and their families. Our anti-bullying approach includes: teaching children strategies to build self-confidence, identifying what constitutes bullying, building resilience and assertiveness as well as strategies to respond to bullying situations. Misbehaviour is addressed according to our Responsible Behaviour Plan for Students.

Our school is known for our well-behaved students, friendly community and caring, dedicated professionals.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	97%
• this is a good school (S2035)	100%	100%	98%
• their child likes being at this school* (S2001)	98%	99%	95%
• their child feels safe at this school* (S2002)	100%	99%	98%
• their child's learning needs are being met at this school* (S2003)	100%	98%	97%
• their child is making good progress at this school* (S2004)	100%	99%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	98%	95%
• teachers at this school motivate their child to learn* (S2007)	100%	98%	95%
• teachers at this school treat students fairly* (S2008)	100%	96%	95%
• they can talk to their child's teachers about their concerns* (S2009)	100%	98%	98%
• this school works with them to support their child's learning* (S2010)	100%	100%	95%
• this school takes parents' opinions seriously* (S2011)	96%	97%	96%
• student behaviour is well managed at this school* (S2012)	100%	99%	98%
• this school looks for ways to improve* (S2013)	100%	99%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	98%	100%	99%
• they feel safe at their school* (S2037)	99%	100%	98%
• their teachers motivate them to learn* (S2038)	99%	99%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	99%	99%
• teachers treat students fairly at their school* (S2041)	97%	99%	96%
• they can talk to their teachers about their concerns* (S2042)	93%	97%	96%
• their school takes students' opinions seriously* (S2043)	95%	100%	95%
• student behaviour is well managed at their school* (S2044)	94%	100%	99%
• their school looks for ways to improve* (S2045)	98%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	95%	100%	99%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	98%	100%
• they receive useful feedback about their work at their school (S2071)	96%	98%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	97%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	100%	98%	100%
• student behaviour is well managed at their school (S2074)	98%	96%	90%
• staff are well supported at their school (S2075)	93%	96%	97%
• their school takes staff opinions seriously (S2076)	93%	94%	93%
• their school looks for ways to improve (S2077)	100%	100%	97%
• their school is well maintained (S2078)	98%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	93%	100%	93%

* 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 Tallebudgera, we believe that partnerships with parents play a vital role in each student's learning and wellbeing. We create opportunities to involve parents in their child's education. We welcome parents into the school along with their children through our enrolment process which involves meeting the Leadership Team, class teachers, support staff and a school tour. Prep information sessions are provided for parents along with students spending time in their Prep classrooms prior to the start of the year for a smooth transition.

Other opportunities for parent involvement include:

- Volunteering in classrooms and tuckshop
- P&C meetings and events
- School Facebook comments and messages
- Musical and dance performances at school
- Community involvement and attendance at a variety of school events
- P&C School Discos
- Parent Information Sessions at the beginning of the year for all year levels
- Parent Teacher interviews and reporting twice yearly
- Junior, Senior and Prep assemblies
- Sports Days
- Graduation and Awards Day
- Under 8s Day
- Anzac Day Service
- Interschool sports Gala Days
- Swimming Carnival
- Athletics Carnivals
- Book Week Activities
- Music concerts and Eisteddfod

Parents are encouraged to take an active role in understanding the classroom program for their child. This ensures they are well informed about how they can support their child's learning progress. Children requiring significant support have Individual Learning Plans which are developed in consultation with the class teacher, parents and Head of Personalised Learning.

We also enjoy productive, positive partnerships with local businesses and schools.

Respectful relationships education programs

The school has developed and implemented a whole school approach to respectful relationships using the curriculum, school practices and the school community to build a culture that focuses on appropriate, respectful and healthy relationships. Students learn awareness, personal safety, identifying, responding to and reporting abuse and violence and developing skills to resolve conflict peacefully.

Programs include:

- Life Education Program
- Cyber Safety
- Anti-Bullying and Harmony Day activities
- Whole School Values Education program
- School Chaplain Pastoral Care programs
- Access to Guidance Officer and other specialists for social, emotional and behaviour skilling
- Playsafe Program and Playground Pals

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	5	7	9
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Tallebudgera State School is located in a rural environment rich with native flora and fauna and we are very conscious of protecting this local environment as well as our global environment. As our school continues to grow, we are always working on minimising our impact on the environment.

Our curriculum highlights sustainable use of resources and our students, staff and parents work together to "Reduce, Reuse and Recycle". Student Councillors coordinate recycling programs throughout the school. Our Tangalooma Eco Marine Ambassadors and Support Crew Leaders initiated and promote Wrapper Free Wednesdays during the school year. These student leaders spread environmental awareness through regular newsletter contributions and assembly presentations. The Eco Marines have also worked with school leaders and the tuckshop convenor on ways to make the tuckshop more sustainable. This has included the introduction of recyclable, plant-based packaging and utensils and the introduction of new recycling bins outside the tuckshop to separate our rubbish.

Guidelines are in place to regulate the use of cooling and heating in classrooms. We have 22 solar panels installed to contribute to our school sustainability along with rain water tanks from which water is recycled for use with toilets.

We have partnered with the Gold Coast City Council to develop a native tree plantation in the parkland adjacent to the school. Students and council workers have planted a total of 1350 trees which will provide leaf food for the local wildlife sanctuaries. We have also implemented Gold Coast City Council Education units on Koala Conservation in our local area and developed our own science units on native bees to help raise sustainability issues in our school community.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	182,134	183,426	186,269
Water (kL)	1,298	2,529	3,172

Note:
Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.
*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	58	36	<5
Full-time equivalents	50	22	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	4
Graduate Diploma etc.*	
Bachelor degree	50
Diploma	9
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$59723.28.

The major professional development initiatives are as follows:

- Watching others work days
- Collegial coaching
- Teacher collaboration through planning meetings
- Cluster moderation for writing
- Building capacity of our middle leaders

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	93%	93%	95%

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

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

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

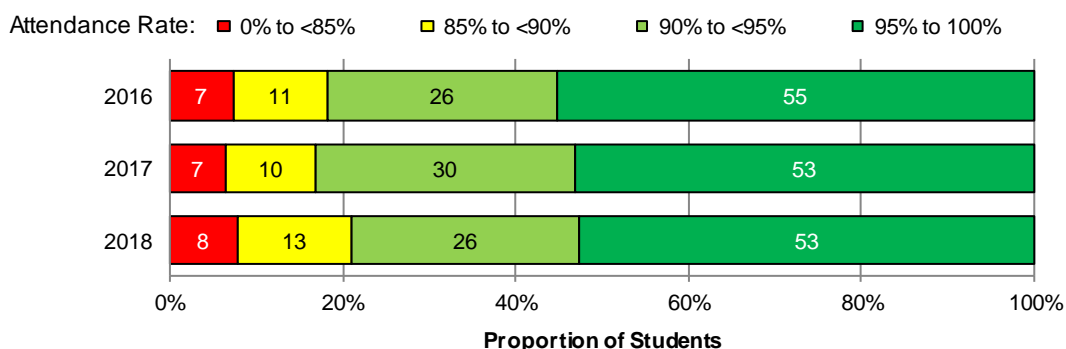
Year level	2016	2017	2018
Prep	95%	94%	94%
Year 1	94%	95%	93%
Year 2	95%	94%	94%
Year 3	94%	94%	94%
Year 4	95%	94%	93%
Year 5	94%	94%	92%
Year 6	93%	93%	93%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

At Tallebudgera, regular school attendance is promoted by all staff as a major contributor to best results for all students. School attendance targets have been set at 95%. Rolls are marked twice daily. Late arrivals and early departures are recorded. Text messages are sent to parents daily when their child is absent. Attendance rates are monitored weekly. Teachers and the Leadership Team work with families to address attendance concerns for individual children. Fortnightly Dashboard Meetings by the Leadership team with class teachers are used to monitor attendance of those students slipping below a 90% attendance rate. Each child achieving 95% to 100% attendance at the end of each term is recognised and awarded on assembly with an attendance certificate. Students with 100% attendance for the year also receive an attendance medal and badge. 'Every Day Counts' information is communicated to parents via our school newsletter, emails, assemblies and the school website.

NAPLAN

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

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

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

View School Profile

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.