

Brassall State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

All Queensland schools annually publish meaningful information for parents about student and school performance. Each year Brassall State School sets specific goals and targets as part of its Strategic Planning process. The School Annual Report is a summation of the annual planning and reviewing process. This includes reviewing student and school performance against the outcomes, performance indicators and targets established in the previous year. The data reflected within this report was sourced from Education Queensland's Corporate Strategy and Performance Division and the Federal Government's *MySchool* website. The 2015 School Annual Report provides a snapshot view of our school's priorities, its achievements and challenges, and is one way of communicating to the broader community the pride we have in our students' learning endeavours and commitment to being the best that they can be.

At Brassall State School we are committed to developing, supporting and nurturing the developmental needs and aspirations of our students. We aim to provide a learning environment that is responsive and forward looking, through the development of learning programs that well equip our students for the demands and rigours of a changing world. We are determined to work in partnership with parents and the community to create a culture of high expectations and to preserve these high standards in everything we do.

School progress towards its goals in 2015

In 2015 our school developed a sharp and narrow explicit improvement agenda focussed on the recommendations from our participation in the trial School Review process in Term 4, 2014. As a result the school developed a 12 month Action Plan in collaboration with School Improvement Unit, Assistant Regional Director and Brassall P&C Association – setting a course of actions, expectations and targets centred on five (5) key drivers:

- **Teaching Reading the Brassall Way**
- **Using Data to inform Teaching**
- **A Coaching Culture**
- **Better Behaviour**
- **Better Attendance**

Our ongoing engagement in **School Wide Positive Behaviour Support (SWPBS)** continues to be paramount in establishing high standards and expectations of student behaviour, so Brassall parents and carers can be confident that our students are learning in a safe and disciplined environment, where teachers can get on with teaching.

In 2015 the connection to '**BUZZ**' the Brassall Bee was only strengthened further as part of embedding practices to ensure a safe and disciplined school environment for all members of the school community. **BUZZ** now truly pervades all facets of school life at Brassall State School, and wants all students at Brassall to aspire to the highest standards of our 4 Brassall B's:

- **Be a Learner**
- **Be Respectful**
- **Be Responsible**
- **Be Safe**

2015 Improvement Drivers	2015 Key Actions	Overall Status
Teaching Reading the Brassall Way	<ul style="list-style-type: none"> Focus on Reading, clearly articulating what reading looks like at Brassall State School. This needs to include developing the professional knowledge, practice and engagement of teachers and students. Continue the development of the year level reading frameworks and support the implementation through adequate resourcing. Begin work on developing a 'Curriculum Plan' for Brassall State School that clearly identifies student learning needs and focuses teachers on what they need to teach and when, and clarify the required student learnings. 	Achieved with intention to further embed in 2016.
Using Data to inform Teaching	<ul style="list-style-type: none"> Review Brassall's 'Assessment Framework' to ensure that the current diagnostic tools enable the school and teachers to track and monitor student progress. Develop a cyclical process of data analysis, on-going tracking and use of data to inform teaching and learning. Build staff skills in the analysis, interpretation and use of formative classroom data, and the diagnostic use of standardised assessment data. Enable teachers to use the data to make regular adjustments to their daily teaching plans. 	Achieved with intention to further embed in 2016.
A Coaching Culture	<ul style="list-style-type: none"> Grow the current coaching and feedback practices to be sequential and focused on Brassall's improvement agenda. Focus coaching feedback around the specific pedagogical practices required to enhance teaching Reading "<i>The Brassall Way</i>". Develop a plan for how the entire Leadership team can be integral in this culture of continual observation and feedback. 	Achieved with intention to further embed in 2016.
Better Behaviour	<ul style="list-style-type: none"> Establish a set of 'metrics' that will allow the tracking, celebration and future direction of 'Buzz' and the Brassall B's. Develop and implement a consistent approach to the case management of identified (behaviour, well-being, attendance) students who are not part of Brassall's 'Special Education' program. 	Achieved with intention to further embed in 2016.
Better Attendance	<ul style="list-style-type: none"> Develop and communicate Brassall 'Attendance' Policy and Procedures' across entire school community. Roles and responsibilities of all school personnel to be clearly defined within Brassall 'Roll Marking' procedure. Establish '2015 to 2017 Attendance Rate' targets for Brassall community and communicate widely. Develop and implement multiple programs to support the engagement of 'at-risk' and indigenous students. Establish additional key personnel to support improvement and monitoring of student attendance rates. Celebrate improved attendance rate on multiple levels; students, classes and whole school. 	Achieved.

Future outlook

In 2016 the School Improvement Unit (SIU) noted the emerging school improvements that have been initiated over the course of the 2015 school year. These improvements included;

- Student attendance, student disciplinary absences, Year 5 reading outcomes, and school opinion survey data (behaviour satisfaction) have all shown improvements over this time.
- It should be noted that the observable improvements and consistency of pedagogical practices in relation to reading are not yet embedded to the same degree in all classrooms, however; significant progress has been made following the school review.
- The recency of the improvement agenda is noted. Staff expressed enthusiasm and a commitment to the narrow and sharp agenda and the improvement of their own pedagogy.

Based on the findings from the 12-month review, and information gathered at the previous three, six and nine month check-ins, the School Improvement Unit concluded there is sufficient implementation of the key improvement strategies. In 2016 and beyond we will continue to Raise the Bar and embed a sharp and narrow explicit improvement agenda and will lay the foundation to enable us to continue to produce excellent learning outcomes for our students.

Future Key Priorities	School Improvement Strategies
Better Results	<ul style="list-style-type: none"> Embedding the teaching of Reading the Brassall Way. Analysing student Reading data and planning for improvement. Continue to embed formalised models of Coaching, Observation and Feedback focused on the teaching of Reading. Developing Professional Learning Communities through a Case Management approach to plan for students improvement in Reading. Reviewing alignment to the Australian Curriculum: English.
Better Attendance	<ul style="list-style-type: none"> Improving student attendance rates to above 93%.
Better Behaviour	<ul style="list-style-type: none"> Implement School Wide Positive Behaviour for Learning as a recognised Tier 2 school.

Our school at a glance

School Profile

Brassall State School is located on the corner of Pine Mountain Road and Hunter Street on the western edge of the Ipswich city precinct. The school is part of the Metropolitan Region of schools. The school is surrounded by significant housing development which continues to impact positively on enrolments. Brassall State School is a **co-educational** setting offering a comprehensive education from **Prep to Year 6 in 2015**.

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	794	404	390	124	90%
2014	855	413	442	128	91%
2015	803	401	402	126	92%

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:

Due to the school's proximity to R.A.A.F Base Amberley, Brassall has a significant number of children whose parents are members of the A.D.F. The school provides support for these **45** children through Brassall's Defence Force funded Teacher Aide. The school also caters for a range of students with disabilities, predominately students with either an Intellectual Impairment or Asperger's Syndrome. Brassall's population of students with disabilities reflects approximately **4%** of the total school enrolment.

Aboriginal and Torres Strait Islander students reflect approximately **16%** of the total school population. Brassall continued to implement a range of strategies to improve literacy and numeracy outcomes, attendance rates and Community engagement for Indigenous students and their families. In 2015 approximately **90%** of Year 6 students at Brassall State School proudly attended State High Schools within the local district.

Homes in the area are a mix of owner-occupied and rental properties. Accommodation in the area is in high demand from families with school age children as the school is enrolment managed and currently experiences a very good reputation.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	20	22
Year 4 – Year 7 Primary	24	25	23

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	214	206	128
Long Suspensions - 6 to 20 days	10	4	1
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

At Brassall State School our curriculum programs are developed using the Australian Curriculum and delivered using effective pedagogies. We believe our curriculum programs are engaging, relevant and contribute to our students' improved learning outcomes.

The curriculum programs are supported by the Curriculum Leadership team which includes the Principal, Deputy Principals, Head of Curriculum, Pedagogy Coach, Literacy Coach and STLAns.

In 2015 we launched the Brassall Way: Reading which provided a clearly outlined and consistent approach to the teaching of Reading. A team approach to curriculum planning and its implementation was established across year level teams. Teachers collected meaningful student data and used this data to inform planning, teaching and assessing. School-wide targets for student achievement were set and monitored throughout the year.

Languages other than English (LOTE) provided Japanese Language lessons to students in Years 5 and 6. Japanese is also the LOTE offering at Ipswich State High School. Indigenous perspectives were clearly embedded within the C2C units and supported at Brassall State School by the Indigenous Support Officer. Students from Prep to Year 6 were involved in a day of celebration recognizing NAIDOC week. Children participated in a number of activities including storytelling, painting and Indigenous games.

Programs for students with (Low Incidence) Disabilities are developed in collaboration with relevant school community members, for the purpose of providing a flexible and customized learning experience based on each child's learning needs. A range of support measures for students with disabilities includes: SEP classes, in-class support or a combination of both.

Extra curricula activities

Brassall State School encourages students to participate in a wide variety of extra curricula programs in addition to the regular curriculum. These include:

- Student Council
- School Music Concerts and Public Performances
- Story Sports
- Interschool Sports – Summer and Winter Programs
- Sport Gala Days
- Instrumental Music Programs
- Strings Ensemble
- Senior Band
- Choral Speaking
- Choir – Junior and Senior
- Glee Club
- Camps (Years 5 – 6)
- Excursions and "on-site" activities (Twice yearly – All Year Levels).

How Information and Communication Technologies are used to improve learning

During 2015, we renewed and expanded our resources, facilities, equipment and digital infrastructure to enhance our learning environments. This was done to provide our students with increased exposure to digital technologies to prepare them for the digital based future and workforce.

Students are explicitly taught ICT skills to enable them to be proficient users of the technology that is required to function in society and adapt to new technologies as they are introduced. Our teachers continue to grow and develop their capacity in the use of digital resources to maximise student learning across the curriculum. Every learning environment is outfitted with an Interactive Whiteboard, as well as a speaker system. This allows teachers to access and present multimedia resources, and in particular, allows the presentation and execution of resources that support the National Curriculum.

Each classroom has been provided a minimum of two networked computers. All computers have internet access and are linked to the Education Queensland Network to support student learning. In addition, the school has upgraded the computer laboratories with 25 computers with the same capability. The computer labs are accessed weekly by all classes, to allow teachers to deliver explicit ICT lessons as part of the curriculum programs.

iPads have continued to be used across the school to provide students with an engaging form of technology to support their learning. The number of iPads has been increased to maximise the number of students accessing this resource. iPads are currently used with students on a one-to-one basis and for use in small group learning activities. Support staff also use iPads as a resource when providing learning support to students across the school.

Information and Communication Technology is used at Brassall State School to enhance and support student learning.

Social Climate

2015 saw the third year of our School Wide Positive Behaviour Support program being embedded within our school. Buzz the Brassall Bee continued to appear prominently throughout the school, designed to remind everyone of our expectations – *Be Respectful, Be Responsible, Be Safe, Be A Learner*. In 2015 our improvement strategy further embedded School Wide Positive Behaviour Support across the school ensuring that all decisions (staff up-skilling, areas for improvement, rewards etc.) are based on the analysis and sharing of school wide behaviour data.

A Head of Curriculum - Student Services position was established to support students with challenging behaviours by implementing behaviour and attendance plans. Staff were also in-serviced in Eight Essential Classroom Practices and Thinking Functionally. A role was created for a Student Services Teacher Aide who assisted in classrooms and had special projects to support students who were identified as needing additional support to engage in school life.

Our Better Attendance strategy saw the introduction of a school wide Attendance Policy & Procedure embedded. Improving attendance rates was closely linked to Buzz and the SWPBS reward program. Classes were rewarded for 100% weekly attendance with a variety of incentives. Students who were attending under 85% were contacted and attendance plans were formalised.

Brassall's Tier 1 SWPBS Leadership Team met fortnightly and outcomes from these meetings and behaviour data were regularly shared with staff across multiple forums. Our goal in 2015 to move to a SWPBS Tier 2 school and to have less than 100 short term suspensions was partially achieved. With SWPBS becoming fully embedded across our school with fidelity, internal survey results during 2015 demonstrated we were Tier 2 ready.

Our SWPBS Reward program enables students to earn Pollen Points that help our students celebrate Buzz Card positive milestones, with Buzz Postcards being posted home and students participating in various activities such as sausage sizzles, ice creams, games & music, extreme games, jumping castles and much, much more.

A School Chaplain worked 4 days per week to provide pastoral care and supportive strategies to enhance the social and emotional wellbeing of our children. Our school's Indigenous Liaison Officer has continued to increase the educational outcomes of our ATSI students and the involvement of ATSI parents within our school community. Our Defence Force Transition Aide supports Defence Force families by establishing strong connections between Defence Force students and encouraging regular participation in school life for their families.

Education Queensland undertakes a School Opinion Survey process to gauge Parent, Student and Teacher opinions on aspects of school operations. All staff are surveyed as well as all students in the upper primary sector. In 2015 all families had the opportunity to participate the survey process. The overall level of satisfaction by the school community in the performance of our school is high to very high in all areas. For a school the size of Brassall, the student and staff results listed below are to be celebrated.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	95%	100%
this is a good school (S2035)	97%	95%	100%
their child likes being at this school (S2001)	100%	100%	97%
their child feels safe at this school (S2002)	97%	98%	97%
their child's learning needs are being met at this school (S2003)	97%	90%	100%
their child is making good progress at this school (S2004)	94%	98%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	93%	100%
teachers at this school motivate their child to learn (S2007)	100%	98%	100%
teachers at this school treat students fairly (S2008)	100%	92%	97%
they can talk to their child's teachers about their concerns (S2009)	97%	97%	100%
this school works with them to support their child's learning (S2010)	97%	93%	97%
this school takes parents' opinions seriously (S2011)	100%	92%	100%
student behaviour is well managed at this school (S2012)	90%	93%	95%
this school looks for ways to improve (S2013)	100%	95%	97%
this school is well maintained (S2014)	94%	98%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	94%	97%
they like being at their school (S2036)	95%	94%	91%
they feel safe at their school (S2037)	90%	92%	90%
their teachers motivate them to learn (S2038)	98%	96%	97%
their teachers expect them to do their best (S2039)	99%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	93%	97%	97%
teachers treat students fairly at their school (S2041)	93%	91%	90%
they can talk to their teachers about their concerns (S2042)	90%	92%	91%
their school takes students' opinions seriously (S2043)	87%	90%	91%
student behaviour is well managed at their school (S2044)	74%	81%	80%
their school looks for ways to improve (S2045)	95%	95%	92%
their school is well maintained (S2046)	91%	98%	87%
their school gives them opportunities to do interesting things (S2047)	93%	92%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	96%	99%
they feel that their school is a safe place in which to work (S2070)	98%	97%	99%
they receive useful feedback about their work at their school (S2071)	92%	97%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	90%	93%
students are encouraged to do their best at their school (S2072)	98%	99%	100%
students are treated fairly at their school (S2073)	94%	99%	99%
student behaviour is well managed at their school (S2074)	87%	97%	99%
staff are well supported at their school (S2075)	97%	96%	97%
their school takes staff opinions seriously (S2076)	97%	96%	94%
their school looks for ways to improve (S2077)	98%	99%	100%
their school is well maintained (S2078)	92%	92%	96%
their school gives them opportunities to do interesting things (S2079)	94%	96%	90%

'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

Parental involvement in each child's education is encouraged and ample opportunities exist at various levels to enable parents to be engaged to a level that suits them best. This involvement ranges from attendance at events and functions to volunteering to assist in classrooms, through to involvement at a decision making level through the P&C Association. Brassall's energetic P&C Association works cooperatively within the whole school and supports the operation of a Tuckshop and Uniform Shop.

The highlight of 2015 for our P&C Association was realization of a long term plan to 'Air Condition' every classroom across the school. The impact that this will have on our students both now and into the future cannot be underemphasised. The P&C's Fundraising Committee raised over \$15,000 in 2015 which was an amazing effort.

Parents and the wider community continue to play an important role in school life. Our P&C are great supporters of school programs and events including School Wide Positive Behaviour Support, Discos, our ANZAC Day Commemoration and play an active role in raising much needed school funds.

Performing Arts are an integral part of the culture at Brassall State School, supporting Literacy through participation in Choral Speaking and Choir groups. The Performing Arts Support Group (consisting of teachers and parents) meets once each month, discussing the activities of the groups and future endeavours. Parent helpers assist in the execution of public performances.

Parent/teacher interviews are offered twice per year and are a valuable opportunity for parents/caregivers to be kept informed of their child's progress, as well as to share any concerns with the classroom teacher.

Reducing the school's environmental footprint

During 2015 the school continued to adopt many sustainable initiatives including installing solar panels, paper and cardboard recycling, water tanks and 'veggie/flower gardens'. Staff Meetings continually feature snapshot segments on environmental best practice which teaching and non-teaching staff are encouraged to incorporate into daily activities. The school's Workplace Health and Safety Officer and Business Services Manager regularly monitor water usage in key areas including toilets and irrigation.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	179,925	1,754
2013-2014	199,558	0
2014-2015	217,904	

*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.

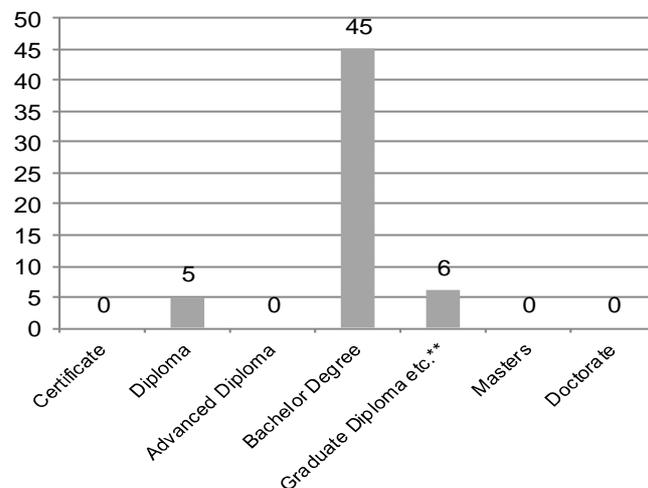
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	56	34	5
Full-time equivalents	51	24	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	45
Graduate Diploma etc.**	6
Masters	0
Doctorate	0
Total	56



*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 **\$ 28, 934**.

The major professional development initiatives are as follows:

The staff at Brassall State School have a strong commitment to their professional learning. The major whole staff professional development initiatives in 2015 included (but not limited to):

- Teaching reading effectively – The Daily 5 and The CAFÉ Book.
- Essential Skills for Classroom Management and Functional Thinking.
- Oral Language and Literacy development.
- OneSchool: Unit Planning, Curriculum Data and Dashboard.
- Code of Conduct and Student Protection.
- Senior First Aid and CPR.

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%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, **94%** 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

Suburb, town or postcode

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).	90%	90%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	85%	90%

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)

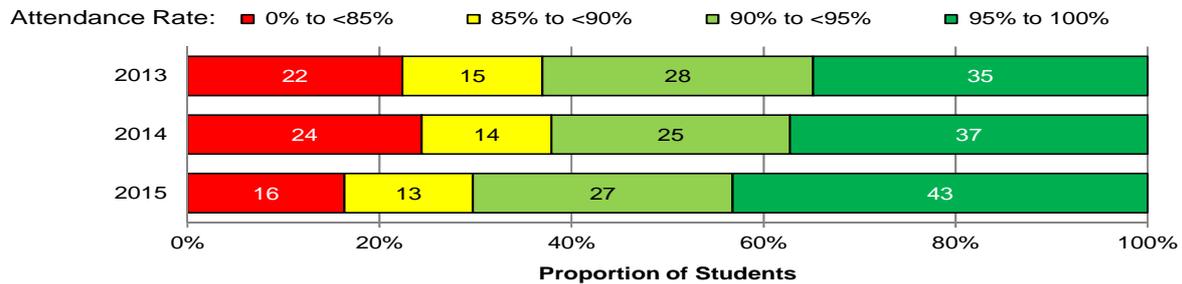
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	88%	88%	91%	89%	90%	92%	90%					
2014	89%	90%	89%	89%	91%	90%	90%	89%					
2015	93%	91%	92%	91%	91%	91%	92%						

*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.

At Brassall State School high rates of attendance is considered to be of great importance. We regularly communicate the message that Buzz Needs You at Brassall Everyday to all students, parents and the wider school community! The research behind regular attendance and achievement is discussed and shared with parents through a variety of forums and mediums and we regularly celebrate achievements such as Improved Attendance (Student of the Week/Month), 100% Individual Student Attendance (Certificate per Term/Semester) and 100% Whole Class Attendance (Weekly). Compared to previous years our focus on Better Attendance resulted in significant improvements in overall Attendance Rates (2% increase overall) and a reduction in students attending below 85% (8% reduction overall) in 2015.

Parents of students, who are identified by their class teacher or office personnel as having been absent for longer than three days, without notification of reason, are contacted either by the class teacher or by a member of the school administration. Non-attendance of a student, that continues to be flagged as of concern is then brought to the attention of the Deputy Principal or the Principal. Parents are called for an explanation and are given the information regarding the requirements of compulsory participation. Continual absences are followed by formal letters. We also involve government and non-government agencies to work with the families and the school to assist with student attendance. Regional Office is notified if all efforts from the school are unsuccessful. Rolls are marked twice a day, in the morning and in the afternoon. Rolls are now marked electronically through OneSchool functionality. All staff receive instructions on the correct way to mark rolls, in accordance with audit requirements of the Department of Education and Training, Queensland.

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

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.