Kawungan State School

Helping Each Other Achieve Excellence

ANNUAL REPORT
2016

Queensland State School Reporting

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

Contact Information

Postal address:	Grevillea Street Kawungan Hervey Bay 4655
Phone:	(07) 4197 9111
Fax:	(07) 4197 9100
Email:	principal@kawunganss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Simon Boss-Walker - Principal

School Overview

Kawungan State School was established in 1991. It became an Independent Public School in 2017. It is situated in the centre of the rapidly growing tourist destination of Hervey Bay. This multifaceted campus consists of a Primary School, Prep, Special Education Program and an Early Childhood Developmental Program. A carefully monitored framework for intervention processes supports the needs of all students. The school offers Chinese language study in Years 5 and 6. The school excels in the Music realm and has won many regional awards for its outstanding choirs and orchestras.

The school runs many additional programs that target the needs of children growing in a complex society, including our Koala Joeys, Pre Prep, iCan Play, Science, Technology, Engineering, Arts & Maths Room and Kawungan Care programs. Children attending the school come from a wide range of socio-economic backgrounds. The delivery of a quality Australian curriculum is a major focus of the school. Outstanding teaching and learning practices support the staff and students as they strive to help every student achieve excellence.

The school's Explicit Improvement Agenda targets improvement in reading, numeracy and attendance. The school has a strong record of recruiting excellent teachers who stay for the long term.

Principal's Foreword

Introduction

Kawungan State School was established in 1991 and sits in spacious, attractive and well-maintained grounds. The school is fortunate in being able to provide modern classrooms with up-to-date resources and facilities. Construction of a school resource centre and hall was completed in early 2011. A large storage facility was built in 2015 to accommodate the stage, choir stands and chairs. These buildings were great additions to the Kawungan State

School community and will continue to enhance learning opportunities for all students throughout the 21st century.

The delivery of a quality curriculum is a driving force at Kawungan State School and is achieved through the foundation of a developmental approach to literacy, numeracy, thinking and research skills. Students are provided with quality learning experiences in all facets of the curriculum, which is further enhanced by other educational activities such as sport, music, camps, environmental awareness and sustainability.

Information technology is an integrated learning tool that sits within our quality curriculum. Students are provided with access to the world beyond the classroom walls through the internet, email and various computer programs providing for inclusion and manipulation of digital imagery.

Kawungan State School is proud of its productive partnerships with parents/caregivers and the wider community. These partnerships reinforce our supportive school environment where all members of the Kawungan community work and learn together in the spirit of life-long learning in a safe, happy, courteous and friendly environment. It is the purpose of this report to outline both the progress and educational activity that occurred during the 2015 school year.

The spirit of the school is embodied in its vision statement:

"Helping Each Other Achieve Excellence"

School Progress towards its goals in 2016

Strategy 1: Reading

- ✓ Deliver oral language activities that target **phonological and phonemic awareness**
- ✓ Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these – Reading Link, Daily Rapid Reading
- ✓ *Continue to embed a balanced reading program*
- ✓ Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. *Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading.*
- ✓ Align reading framework to *Pearson's Gradual Release of Responsibility Model* (Refer Framework for the Teaching of Reading)
- ✓ Embed **comprehension strategies** e.g. Sheena Cameron strategies into the reading procedures
- ✓ Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through **observation and feedback**
- ✓ Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of _**inference**_ e.g.: Cars and Stars; QAR, Sheena Cameron Comprehension Strategies, Daily Rapid Reading
- ✓ Complete a thorough interrogation of NAPLAN data - 2008-2016 in preparation for 2017 NAPLAN
- ✓ Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities
- ✓ Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)
- ✓ Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, UNSW testing, Reading Link, Intensive Teach, Automaticity)

Queensland Government

- ✓ Provide challenging learning experiences that further develop reading expertise
- ✓ Embed **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations
- ✓ Regularly analyse trends in attendance data at the whole school, class and individual student level.
- ✓ Communicate and promote student attendance rates in the school and the wider community
- ✓ Implement both proactive and reactive strategies to increase student attendance

Strategy 2: Numeracy

- ✓ Embed ***Numeracy Rich Routines*** that address key aspects of number as identified through NAPLAN and internal data sources eg PAT M.
- ✓ With Regional Head of Department support and cluster opportunities ***Best Practice Networks,*** develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- ✓ Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- ✓ Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation
- ✓ Practice and deepen number facts
- ✓ Complete a thorough interrogation of NAPLAN data - 2015 / 2016 in preparation for 2017 NAPLAN
- ✓ Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus activities in reading
- ✓ Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)
- ✓ Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, UNSW testing, Master Maths)
- ✓ Provide challenging learning experiences that further develop numeracy expertise
- ✓ Embed **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations
- ✓ Regularly analyse trends in attendance data at the whole school, class and individual student level.
- ✓ Communicate and promote student attendance rates in the wider community
- ✓ Implement both proactive and reactive strategies to increase student attendance

Future Outlook

2017 Priorities:
- ✓ Continued implementation of a balanced Reading program with particular focus on Guided Reading.
- ✓ Continue a consistent approach to and sharp focus on Reading and Writing aligned with Sheena Cameron's strategies.
- ✓ Continued development of strategies to improve practice around place value.
- ✓ Continue the implementation of the pedagogical framework - Marzano "The Art and Science of Teaching".
- ✓ Data focus on key targets set for NAPLAN for students relating to U2B and L2B in Yrs 3 and Yr 5 with associated strategies. All teachers (P-6) working towards these targets, focussing on supportive strategies.
- ✓ Mentoring program for beginning teachers
- ✓ Create a number of 'device' classes in Year 4-6 with laptops and/or iPads.
- ✓ Offer Koala Joeys to school community

Queensland
Government

- ✓ Gross motor skills program through iCan Play.
- ✓ Further development of our ICT platform including upgrades to band width and wireless access

	Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No (IPS in 2017)

Year levels offered in 2016:   Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	947	460	487	70	94%
2015*	847	403	444	65	94%
2016	882	434	448	72	91%

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

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

In 2016, there were no students enrolled in a pre-Prep** program. ** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

Our school's students are drawn from many different cultural and social backgrounds and socio-economic contexts. The school currently has an enrolment management plan that ensures consistent numbers are maintained throughout the year and that our upper student enrolment threshold of 1137 students is not breeched. A number of our students are highly transient.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	**2014**	**2015***	**2016**
Prep – Year 3	21	22	24
Year 4 – Year 7	24	27	25

*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.

Queensland Government

Our Approach to Curriculum Delivery

- ✓ C2C Curriculum delivery
- ✓ Technology device classes – iDiscover@Kawungan SS
- ✓ Music program
- ✓ Sporting opportunities
- ✓ Special Education Program
- ✓ Extensive intervention processes and supports
- ✓ Early Childhood Developmental Program
- ✓ Koala Joeys pre-prep program
- ✓ School pedagogical framework based on Marzano's Art & Science of Teaching

Co- curricular activities
- ✓ Music opportunities – Instrumental Music, Orchestral Music, Choirs, Strings
- ✓ Educational Excursions
- ✓ A variety of inter and intra school sporting activities such as rugby league, soccer, hockey, softball, tennis, netball, swimming, athletics, cross country, AFL
- ✓ iCan Play
- ✓ Chaplaincy service
- ✓ Computer club
- ✓ Multi-skills program
- ✓ Cooking classes
- ✓ Lunchtime sporting activities
- ✓ School camps and excursions
- ✓ iDream
- ✓ STEAM Room
- ✓ Reader's Cup
- ✓ Maryborough Technology Challenge
- ✓ Gardening Club

How Information and Communication Technologies are used to Assist Learning
Kawungan State School uses a wide range of ICTs to enhance student learning, not only integrating ICTs into the curriculum, but making ICTs integral to learning. Staff at Kawungan State School endeavour to make this typical of their teaching practice and this is used by all teaching staff including classroom teachers, teachers from Special Education and STLaNs. Teachers have a range of ICTs accessible to their class as well as in an ICTs room. Some of these include:
- ✓ Laptop computers in mobile trolleys (COWs)
- ✓ MP3 Players
- ✓ iPad tablets
- ✓ Digital Still and Video Cameras
- ✓ Data Projectors
- ✓ Interactive Whiteboards

Classroom teachers are using many forms of ICTs from Prep through to Year 6. Students are using the tools from the Learning Place to connect beyond the classroom. Through project rooms in the Learning Place, students are using blogs, forums, polls and chats to extend their knowledge on a range of topics. Learning Objects are also being accessed and used from the Learning Place and electronic Teaching collection (eTc). These are used both individually and as a whole class learning experience. Interactive whiteboards are now in use in over 25% of classrooms. In other classrooms, teachers have access to wireless

keyboard and mouse sets that can be used in conjunction with a data projector to make technology interactive and engaging for the whole class. Students are able to utilise these support higher-order thinking tasks. In 2016, six 1:1 device classes operated in Year4, 5 and 6, utilising laptop computers and iPads. Our wireless network is being enhanced to spread across all areas of the school in 2017.

Social Climate

Overview

As a result of the above diverse and personal support and communication structure, it is our belief that our school produces and projects a safe, supportive and well-disciplined environment. When reflecting on the 2016 parent, student and staff satisfaction surveys, the following results reinforce this belief.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	100%	96%
this is a good school (S2035)	93%	100%	94%
their child likes being at this school* (S2001)	97%	100%	94%
their child feels safe at this school* (S2002)	95%	95%	93%
their child's learning needs are being met at this school* (S2003)	92%	100%	96%
their child is making good progress at this school* (S2004)	93%	100%	96%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	95%	94%
teachers at this school motivate their child to learn* (S2007)	90%	100%	98%
teachers at this school treat students fairly* (S2008)	89%	98%	96%
they can talk to their child's teachers about their concerns* (S2009)	93%	98%	96%
this school works with them to support their child's learning* (S2010)	92%	98%	94%
this school takes parents' opinions seriously* (S2011)	82%	93%	90%
student behaviour is well managed at this school* (S2012)	92%	93%	88%
this school looks for ways to improve* (S2013)	92%	100%	98%
this school is well maintained* (S2014)	98%	100%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	99%	99%
they like being at their school* (S2036)	96%	97%	98%
they feel safe at their school* (S2037)	99%	97%	96%
their teachers motivate them to learn* (S2038)	99%	99%	99%
their teachers expect them to do their best* (S2039)	99%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	98%
teachers treat students fairly at their school* (S2041)	93%	92%	89%
they can talk to their teachers about their concerns* (S2042)	95%	91%	92%
their school takes students' opinions seriously* (S2043)	98%	91%	93%
student behaviour is well managed at their school* (S2044)	92%	88%	82%
their school looks for ways to improve* (S2045)	97%	97%	96%
their school is well maintained* (S2046)	95%	98%	99%
their school gives them opportunities to do interesting things* (S2047)	98%	96%	94%

Queensland
Government

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	99%	95%	99%
they feel that their school is a safe place in which to work (S2070)	97%	99%	100%
they receive useful feedback about their work at their school (S2071)	95%	96%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114	96%	98%	88%
students are encouraged to do their best at their school (S2072)	100%	99%	100%
students are treated fairly at their school (S2073)	99%	99%	100%
student behaviour is well managed at their school (S2074)	99%	99%	100%
staff are well supported at their school (S2075)	94%	95%	98%
their school takes staff opinions seriously (S2076)	93%	93%	91%
their school looks for ways to improve (S2077)	100%	99%	100%
their school is well maintained (S2078)	99%	97%	96%
their school gives them opportunities to do interesting things (S2079)	95%	92%	96%

* 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
Kawungan State School continues to build a strong reputation that reinforces the concept of excellence in all areas. Part of Kawungan State School's advocacy has been the strong development of communication structures within the Kawungan community. The focus on building strong relationships has been central to our philosophy centred around a safe, happy, courteous and friendly environment. This reputation has been validated through the various School Opinion Surveys over recent years.

The 2016 School Opinion Survey has indicated that parents have been extremely satisfied in all areas of school operation. The school operates a busy social media page and digital sign that keeps the school community informed of events on a daily basis. The school scores above the State on most items.
Processes used within the school to enhance these positive results have included:
- ✓ continued positive relationship with a very supportive P&C
- ✓ the production of a comprehensive and informative weekly newsletter
- ✓ communication via a digital sign and social media has further enhanced our school/community relationship
- ✓ individual contact with parents regarding positive and developmental student issues
- ✓ regular teacher interviews concerning student progress

- ✓ invitations to social, cultural and sporting activities
- ✓ invitations to celebratory classroom activities
- ✓ P&C parent café
- ✓ Celebration of special days including World Teacher's Day, NAIDOC Day, Volunteers Day
- ✓ Volunteers morning tea
- ✓ Articles shared in local press

At Kawungan State School, the appropriate layer of support is identified through analysis of student data and ongoing monitoring of student progress. Students' data and progress is presented at Social Justice meetings. This ensures the identification of students' educational needs and provision of reasonable adjustments. The planning process involves collaboration and consultation with parents, the student (where appropriate), school curriculum leaders, classroom teachers and other relevant specialists. Collaborative planning brings these participants together as a team to consider the student's current level of performance and to determine the student's educational needs and future learning priorities.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	118	76	86
Long Suspensions – 6 to 20 days	0	2	3
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.

Environmental Footprint

Reducing the school's environmental footprint

The following strategies are in place at Kawungan State School to help to reduce our environmental footprint. We will continue to look for ways to help the environment:
- ✓ Installed solar panels to save on electricity
- ✓ Installed dual flush on toilets
- ✓ Fix dripping taps

Queensland Government

- ✓ Use recycled paper or paper from renewable forests where possible
- ✓ Aim to use both sides of a piece of paper
- ✓ Reduce the amount of waste from the school canteen
- ✓ Turn all lights off when not needed
- ✓ Only heat or cool rooms to a moderate level to conserve energy
- ✓ Keep air conditioners clean and regularly serviced
- ✓ Recycle computer and photocopier toner kits
- ✓ Recycle old computers and monitors
- ✓ Installed a printing management system to reduce excess printing
- ✓ Only photocopy the required number of pages
- ✓ Only use air conditioning when it is significantly higher than 25 degrees outside
- ✓ Turn off computer screens when not being

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	216,034	8,246
2014-2015	212,244	4,542
2015-2016	189,599	8,068

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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

Find a school

| School name | GO |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'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

Queensland
Government

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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff
The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	72	41	0
Full-time Equivalents	61	27	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	5
Graduate Diploma etc.**	9
Bachelor degree	39
Diploma	8
Certificate	0

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $87 113

The major professional development initiatives are as follows:

✓ Curriculum Development days to focus on C2C preparations and current focus areas of Literacy and Numeracy and other curriculum initiatives;

Queensland Government

- ✓ Leadership PD included Principal Conferences and Business days;
- ✓ Boys in Education – Ian Lillico
- ✓ Embedding Indigenous Perspectives
- ✓ ICT focus areas included Interactive Whiteboard and Ipad usage;
- ✓ Peer classroom visits were also facilitated by HOC, Numeracy coach and STLANs;
- ✓ Rehabilitation and Workplace Health and Safety Professional Development;
- ✓ OH&S Training;
- ✓ Behaviour Support and ESCM training;
- ✓ First Aid (including Asthma and Anaphylaxis)
- ✓ Code of Conduct;
- ✓ Child Safety; and
- ✓ Non Violent Chris Intervention

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
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 was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	89%

*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.

Queensland Government

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	92%	92%	92%	93%	93%	92%	93%					
2015	92%	92%	93%	92%	91%	93%	93%						
2016	92%	92%	94%	92%	92%	91%	94%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:
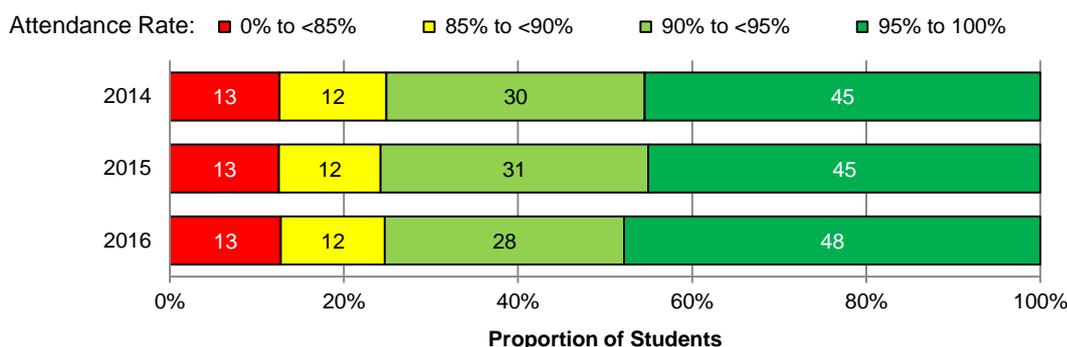
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Parents of non-attending students are contacted daily to ensure the students safety.

Rolls are marked twice daily using third party software (IdAttend) that uploads to OneSchool. All absences are referred to parents via text message on a daily basis. Parents of students with unexplained absences are contacted by both classroom teachers and deputy principals, and reasons for absence are requested. Strategies to assist parents are shared by school staff.

Support personnel such as Guidance Officer, IEW and School Chaplain are enlisted to assist where appropriate. Patterns of attendance are monitored and compulsory attendance

Queensland
Government

strategies are implemented where necessary. This has included contacting the Police Service as well as the Department of Children's Services, where appropriate. Proactive strategies have included newsletter articles relating to the importance of attendance as well as regular student reminders on parade.

Flexible Arrangements are in place for some students who do not currently attend full time. Exemptions are completed for students who are going to be absent from school for significant periods of time.

NAPLAN

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

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

Find a school

Where it states **'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.

Conclusion

2016 has been an outstanding year for the school. We continue to build relationships across the educational and business community of the Fraser Coast as active members of the Fraser Coast Education Alliance and participation with the Hervey Bay Chamber of Commerce.