



# Brisbane Central State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training



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## School Overview

Our friendly, inner-city school is characterised by our growing, multicultural student population. Students arrive at our school from a range of countries, ethnicities, language backgrounds, and religions. Over 70% of our students speak English as a Second Language, and are often multilingual. The school is sometimes the “first port of call” when families arrive in Brisbane from interstate or overseas, and our students are used to providing a warm welcome to new students who have come from all over the globe.

Established in 1860, Brisbane Central is also a school of historical significance. The main building and library are heritage listed and the community has a great sense of pride and interest in the school's architecture and history. There are currently 305 students enrolled at Brisbane Central State School across thirteen single and multiage classes from Prep to Year 6.

Our school's central focus is to develop highly literate and numerate students in all curriculum areas, but particularly in the areas of English, Mathematics and Science. Our class and specialist teachers, in partnership with our teacher aides, are focussed on the explicit teaching of vocabulary and reading comprehension. Consistently good literacy, numeracy and Science results are achieved through a philosophy of continuous improvement and individualised programs based on data-driven teaching. Staff are supported by the school leadership team to engage in professional learning that aligns to student achievement data and the school's priorities.

We have a dedicated team of experienced and caring teachers and teacher aides who are supported by our Head of Curriculum, Literacy Coach and Support Teacher Literacy and Numeracy to directly impact student learning and lead teacher professional development. At BCSS we provide tiered levels of support for our multicultural students through our English as an Additional Language team.

Our culturally diverse school community places a high value on education. Our students are responsible and respectful, are engaged and highly motivated to learn. To develop students' strengths and talents, our school provides a range of curricular and extra-curricular activities. French is taught to all students from Prep to Year 6. As a result, students in the older year levels are able to work and converse entirely in French. We offer our students an extensive Advanced Learners Program enriched through the school's partnership with the City Cluster Schools.

With our partnership with the Salvation Army we are growing our Music program which includes weekly lessons for all students, a school choir, and an Instrumental Band program. Our Music students frequently perform on school assemblies, and at public events and music camps. Our community also encourages the involvement of students in physical activity. All students receive a weekly Physical Education lesson from a specialist teacher. Students also participate in an offsite swimming program in Term 1 and Term 4.

Central to school life are the close connections to our community partners. Our school enjoys a productive relationship with our P&C Association, who organise events and fundraisers in collaboration with the school leadership team and school staff. We utilise local secondary and independent schools to enhance our offerings to students and have strong links with local business and church groups.

## Principal's Forward

### Introduction

Each year state schools throughout Queensland publish a School Annual Report related to student and school performance across a range of school activities for the previous school year. This Report relates to our educational journey as a school community during 2016. This Report also makes some comment about the progress made by the school in terms of our achievement of the goals we had established for 2016. We are very proud of the work of our students, staff and parents during the course of the year and have much pleasure in providing this Report to you.

## School Progress towards its goals in 2016

Explicit Improvement	Description	Progress
<b>Student Case Management in Reading</b>	Using the Case Management approach designed by Lyn Sharratt and Michael Fullan, teachers will explore the Big 6 of reading in more depth by collecting data on students in short cycles to improve student outcomes in reading.	Partially achieved. Further goals to be set to fully implement.
<b>Action Learning Projects focussing on writing</b>	Introduce an on demand whole school writing task in early term 1. The data used informed teachers action learning projects for the year and provided valuable data of students writing ability. The same on demand writing task will be performed in term 4 and teachers will be able to see distanced travelled, review their successes and challenges from their action learning projects.	Fully implemented
<b>Talk Partners</b>	Embed the use of talk partners within lesson. Talk partners give the students a chance to orally rehearse answers to questions with a partner. This work supports student understanding of the activity during lessons.	Fully implemented
<b>Digital Literacies</b>	Use a growth mindset approach to Trial the use of digital literacy across the curriculum to provide varied pathways for students to use to demonstrate their understanding of the learning.	Partially achieved. Further goals to be set to fully implement.

## Future Outlook

PRIORITIES	ACTIONS
Embed a whole school approach to the teaching of reading	<ul style="list-style-type: none"> <li>Continue ongoing professional learning on the explicit teaching of reading for teachers and teacher aides developing a shared understanding and a common language;</li> <li>Build teacher capacity in the planning and implementation of high yield reading strategies through collaborative planning sessions;</li> <li>Continue to use short term data cycles formatively to differentiate teaching and learning, set aspirational learning goals and provide feedback to students on their reading progress;</li> <li>Building staff capability through observation and feedback using the collaboratively developed and agreed upon Quality Standards of BCSS practices for teaching reading</li> </ul>
Develop Teacher Quality through coaching and mentoring	<ul style="list-style-type: none"> <li>Foster a positive culture towards professional learning through professional learning teams;</li> <li>Review, refine and expand the existing professional learning framework through peer coaching</li> <li>Provide professional learning in coaching</li> </ul>
Extend and deepen student learning	<ul style="list-style-type: none"> <li>Teachers undertake professional learning in developing metacognition;</li> <li>Review and refine use of learning intentions and success criteria;</li> <li>Undertake Action Learning cycles of inquiry through professional learning teams</li> </ul>
Extend the use of digital technologies as a tool for curriculum planning, delivery and assessment	<ul style="list-style-type: none"> <li>Teachers to unpack and familiarise themselves with Digital Technologies Curriculum using collaborative planning, coaching and mentoring.</li> <li>Align resources to support implementation of Digital Technologies</li> <li>Extend the use of coding to improve students' computational thinking through professional learning, coaching and mentoring</li> </ul>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	277	137	140	5	88%
<b>2015*</b>	271	141	130	4	80%
<b>2016</b>	279	146	133	4	87%

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

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Established in 1860, Brisbane Central is also a school of historical significance. The main building and library are heritage listed and the community has a great sense of pride and interest in the school's architecture and history. There are currently 305 students enrolled at Brisbane Central State School across thirteen single and multiage classes from Prep to Year 6. Due to recent growth in student enrolments, the school is enrolment managed, with many of our students residing within the Spring Hill and CBD area. Our students live in a range of accommodation, including inner-city apartments, townhouses, and terrace homes.

### Average Class Sizes

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

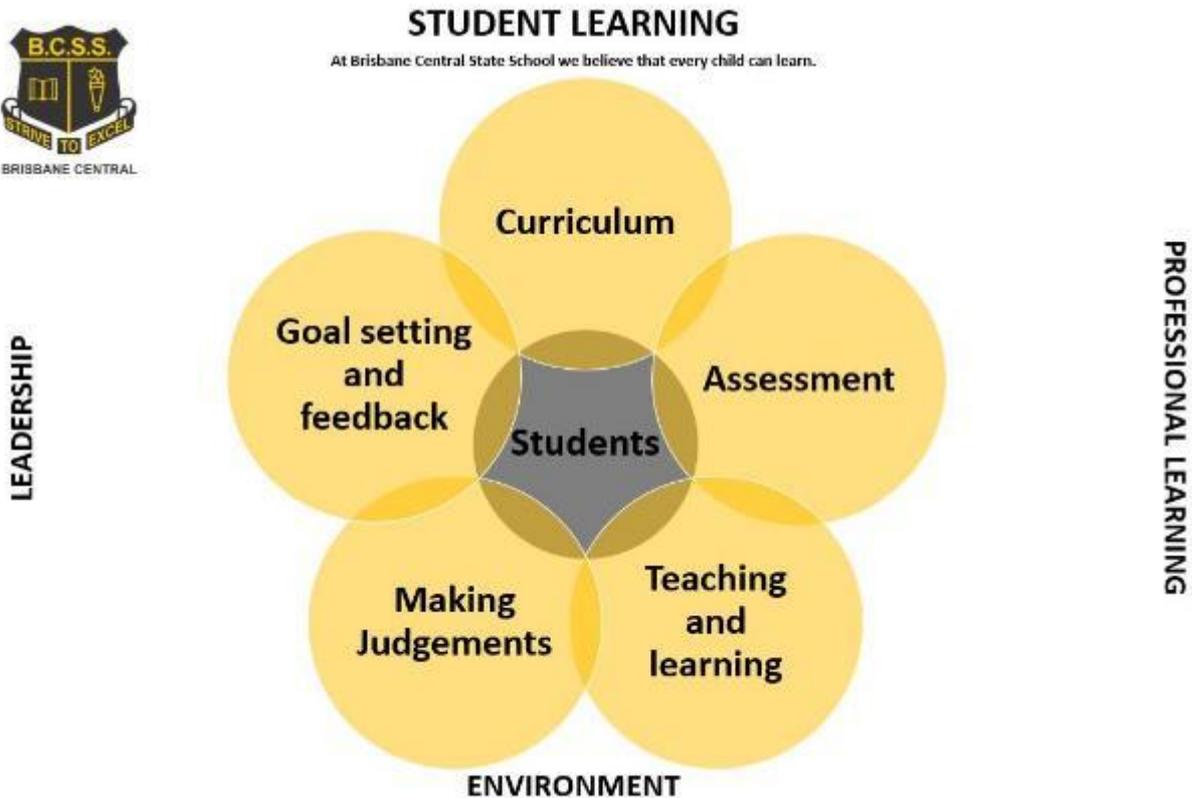
AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	26	23	23
Year 4 – Year 7	27	28	23
Year 8 – Year 10			
Year 11 – Year 12			

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

# Curriculum Delivery

## Our Approach to Curriculum Delivery

### Brisbane Central State School's Pedagogical (Instructional) Framework



At Brisbane Central State School our curriculum framework is underpinned by the Australian Curriculum in English, Mathematics, Science, History and Geography, using the Curriculum into the Classroom resources, all other subject we follow the curriculum outlined by the Queensland Curriculum and Assessment Authority.

Our assessment program follows the 5 weekly cycles of English and Mathematics. All other subjects are assessed as required. We follow the systemic requirements of NAPLAN testing and Early Start on-entry to Prep testing. Our school based assessment instruments include PAT-Reading, PAT-M, PM benchmarking, PROBE, M100W, and Single Word Spelling test.

#### **Co-curricular Activities**

- *Comprehensive French program from Prep to Year 6:* using the Accelerative Integrated Method (AIM). Students from Years 3 to 6, received up to 90 minutes per week of French lessons. Students from Prep to Year 2 receive 30 Students participated in a number of French cultural activities, including the French Film Festival, French Café Theatre and Bastille Day;
- *Instrumental Music:* Students in year 4 to 6 participate in this program by being selected at the end of year 3. Successful students are required to purchase their instrument to participate in this program.
- *Debating:* Students in year 6 participating in a debating competition. The students were successful in many of their debates against mainly private school in the area.
- *Senior and Junior Choir:* Students get to participate in weekly choir practice. The students participated in two concerts throughout the year. The Senior Choir also participated in the SingFest program at the Old Museum.

- *UQ Sports Program*: weekly skills and games development program for Years 4 to 6, with students provided the opportunity to compete against other schools;
- *English as an Additional Language or Dialect Program*: Specialist Teachers who are trained in the teaching of students for whom English is a Second Language, worked collaboratively with teachers to support student learning for 3 days per week;
- *Swimming lessons*: Year 1 to 6 attended swimming lessons at Healthstream Fitness, Kelvin Grove. Students received 1:5 tuition from a qualified instructor, at their individual level during Term 1 and 4. Prep students attended swimming lessons during Term 4;
- *IMPACT*: Selected students participated in an online extension courses with qualified, registered teachers from the Brisbane School of Distance Education;
- *Adopt-A-Cop program*: The school's Adopt-A-Cop visited regularly delivering talks on topics such as cyber safety, protective behaviours and bullying. The Adopt-A-Cop also participated in other activities throughout the year;
- *Spark Reading Program*: A partnership was formed between the school and Navitas, through the Australian Business Community Network. Employees volunteered weekly to read with identified students;
- *Reading Club*: A partnership with a local independent school supporting students' literacy development
- *Homework Club*: A partnership with a local independent school supporting our EAL/D students with the literacy demands of homework;
- *Year 5-6 Camp program*
- *Prep Oral Language Program*: Teachers to provide a weekly, comprehensive Oral Language program for 6 months.
- *Extension programs*: Students are selected to participate in a number of programs designed by the cluster including High Achievers, Mini Festival as well as Gateways and Brainways external provider programs.
- *Coding Club*: Students were selected to participate in an afterschool workshop using Scratch on the iPad or desktop computers.
- *Active School Travel*: Our School participates in this initiative in partnership with the Brisbane City Council as an aim to encourage families to walk, cycle/scooter, carpool or use public transport to come to school.
- *Paid programs*: We offer our facilities for a number of paid programs for students to access out of school hours. These include Auskick, MK13 soccer, Chinese Language Classes, French Language classes.
- *City Cluster Programs*: including Student Leadership Program, High Achievers, Mini Writers, Mini Thinkers and Mini Scientists. The City Cluster of school runs programs to promote academic achievement and student leadership.
- *Kidpreneurs*: Year 6 students create a mini business to support a charity of their choice. In team the students design, produce and sell produces at our end of year concert. All profits are given to their groups chosen charity.

### **How Information and Communication Technologies are used to Assist Learning**

All classrooms possess a bank of desktop computers. All computers in the school are able to access the school's network, and wireless data access is available within the school. There are large screen televisions or smartboards situated in every classroom. All classes had weekly access to the school's computer lab, which contains an interactive whiteboard and desktop computers. The school purchased additional iPads to create sets of 12 for classroom use generally sharing between two classes. Teachers also regularly utilised a range of ICT devices to enhance student learning. Teachers planned ICT experiences that were embedded within, and integral to, all key learning areas, and utilised laptops, interactive whiteboards, and a range of computer software programs to deliver content and skills digitally to students. Teachers were also provided with additional training in the use of ICTs, including designing and using EdStudios, OneSchool and Excel.

## **Social Climate**

### **Overview**

Brisbane Central is a small school, inner-city school that values diversity and close ties to the local community. Our students and their families are often well known to other parents, students and staff.



Staff members work collaboratively to create an environment which is safe, supportive and conducive to learning. Students interact across year levels in the playground, in addition to older students assisting and taking responsibility for younger children in the classrooms and playground when necessary. Our classrooms are characterised by high-achieving, responsible and respectful, culturally-aware students. Over 70% of our students are from Culturally and Linguistically Diverse Backgrounds and these communities are well-supported and are active contributors to our school.

In 2016, the school's Responsible Behaviour Plan was revised in consultation with the school community. The Plan focuses on the provision of a safe and supportive learning environment for all students, as well as detailing expectations for student behaviour in classrooms, playgrounds, school buildings and before and after school. Clearly stated in the Plan is the school's response to bullying (including cyber bullying).

On two afternoons each week, parents have the opportunity to use the school's open space and play equipment for after school play through the "Stay and Play" program as many of our families live on small housing blocks or in apartments.

In 2016, our school community participated in Book Week, Chinese New Year 'Dumpling Day', Harmony Day, Diwali, NAIDOC Week, Arbour Day, Under 8's Day, Bastille Day, French Café Theatre, School Concerts, and Maths Fiesta.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure	2014	2015	2016
<b>Percentage of parents/caregivers who agree# that:</b>			
their child is getting a good education at school (S2016)	91%	89%	98%
this is a good school (S2035)	91%	92%	98%
their child likes being at this school* (S2001)	96%	92%	98%
their child feels safe at this school* (S2002)	91%	95%	96%
their child's learning needs are being met at this school* (S2003)	91%	89%	96%
their child is making good progress at this school* (S2004)	93%	89%	96%
teachers at this school expect their child to do his or her best* (S2005)	96%	89%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	83%	100%
teachers at this school motivate their child to learn* (S2007)	96%	86%	98%
teachers at this school treat students fairly* (S2008)	98%	86%	100%
they can talk to their child's teachers about their concerns* (S2009)	98%	89%	100%
this school works with them to support their child's learning* (S2010)	96%	89%	96%
this school takes parents' opinions seriously* (S2011)	85%	86%	98%
student behaviour is well managed at this school* (S2012)	83%	95%	86%
this school looks for ways to improve* (S2013)	89%	89%	95%
this school is well maintained* (S2014)	78%	89%	91%

### Student opinion survey

Performance measure	2014	2015	2016
<b>Percentage of students who agree# that:</b>			

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	98%	99%
they like being at their school* (S2036)	96%	95%	97%
they feel safe at their school* (S2037)	93%	98%	96%
their teachers motivate them to learn* (S2038)	99%	97%	99%
their teachers expect them to do their best* (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	96%
teachers treat students fairly at their school* (S2041)	93%	91%	88%
they can talk to their teachers about their concerns* (S2042)	93%	96%	94%
their school takes students' opinions seriously* (S2043)	93%	88%	95%
student behaviour is well managed at their school* (S2044)	94%	88%	78%
their school looks for ways to improve* (S2045)	99%	93%	95%
their school is well maintained* (S2046)	97%	98%	95%
their school gives them opportunities to do interesting things* (S2047)	96%	95%	96%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	92%	95%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	95%
they receive useful feedback about their work at their school (S2071)	100%	89%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	96%	95%	84%
staff are well supported at their school (S2075)	91%	95%	100%
their school takes staff opinions seriously (S2076)	86%	94%	94%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	95%
their school gives them opportunities to do interesting things (S2079)	96%	84%	94%

\* 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

Parents are seen as integral partners in their child's learning. Parental access to the school and involvement in the many learning experiences of students is encouraged and supported. Our active parent community is highly involved in student learning, with many parents contributing to classrooms during literacy and numeracy lessons, Arts lessons and through attending excursions. Parental involvement and support was also provided to ensure the smooth running of a number of school events.

Face to Face parent interviews are conducted twice each year at the end of term 1 and 3. Parents are expected to attend these interviews. Teachers or parents are able to request other times to meet with the parents to discuss progress or outline support plan the school intends to implement.

Parent volunteers were also responsible for the smooth and seamless operation of the uniform shop. Our volunteers enable all students to have ready access to school uniforms, ensuring there are options for all budgets. Our parent uniform conveners ensure a warm welcome and local information for all new parents to the school, many of whom are new to the state or to the country.

Parents volunteered their time for the running of cultural events during the year including, Dumpling Day (celebration Chinese New Year), Mardi Gras (Pancake Tuesday for French community), Diwali and Harmony Day.

The school continues to run free English classed for parents who would like additional opportunities to learn English. The class, which is taught by three volunteer, qualified TESOL teachers, combines excursions with learning experiences aimed at providing opportunities for parents to practice and learn English.

During 2016, advanced learning reference group continued for parents to participate and have a say in the programs provided for those students that demonstrate high achievement within the curriculum as well as in program outside of school.

### Respectful relationships programs

Brisbane Central State School explicitly teaches students respectful relationships through our Health Curriculum units and support of the Daniel Morcombe program.

### 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	1	1	4
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

## Environmental Footprint

### Reducing the school's environmental footprint

Brisbane Central State School has a number of solar panels, to offset our electricity consumption. Newer buildings are equipped with lighting that come on when someone enters the room and automatically turn off. Our water consumption is offset by the installation of a rainwater tank that is utilised by our toilet facilities, and for the purposes of watering gardens and cleaning. A vegetable garden has been established, with students growing a range of vegetables and herbs as part the After School Care program. We have a paper and cardboard recycling bin to reduce our waste into landfill.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	68,367	1,457
2014-2015	73,659	1,956
2015-2016	79,599	4,036

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The



## ENVIRONMENTAL FOOTPRINT INDICATORS

Years

Electricity  
kWh

Water  
kL

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

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Sector:

Government

Non-government

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

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	21	14	0
Full-time Equivalent	19	9	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate Diploma etc.**	6
Bachelor degree	9
Diploma	
Certificate	

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$43680

The major professional development initiatives are as follows:

- Big 6 Framework
- Case Management
- Action Learning (Writing)
- Data Literacy and differentiation

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%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 81% 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).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	78%	93%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

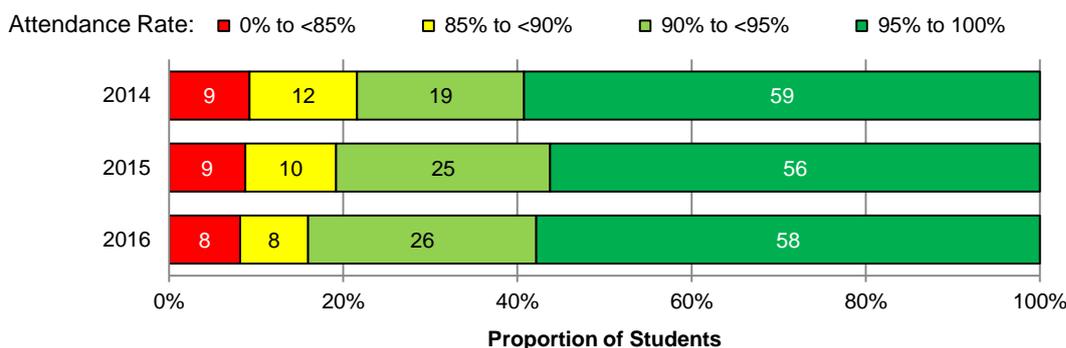
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	93%	96%	93%	96%	94%	95%	94%					
2015	93%	93%	93%	96%	95%	96%	94%						
2016	92%	96%	95%	95%	96%	93%	93%						

\*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.

Rolls are marked twice a day after the first bell and after second break. Students require a late slip if they arrive after the morning roll is marked. Parents/caregivers report absences with reasons to the student absence line. Rolls are reviewed and unexplained absences and late arrivals are followed up with parents/caregivers in person or by phone. Education Queensland's form letters are used to highlight, discuss and resolve excessive absences with parents/caregivers in line with the legislation.

## 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/>.

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