

Boondall State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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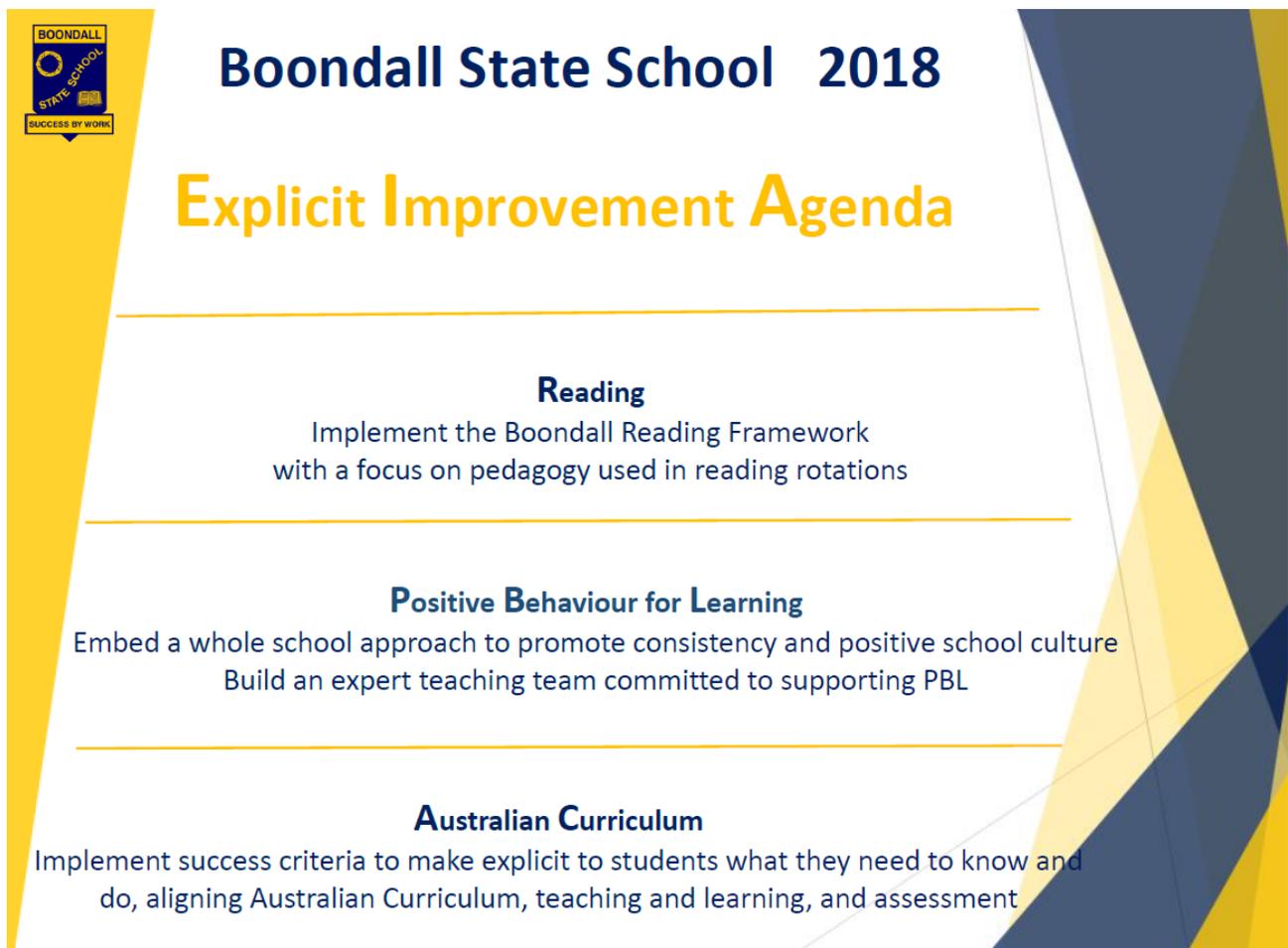
School overview

Boondall State School has a comprehensive approach to school improvement and has developed a strong articulation of this effort into student learning achievements and outcomes. There is a clear understanding that teaching and its impact on learning, is the major focus of the school. Teachers have high expectations of what all students can do, achieve and have the potential to be. They understand what high expectations should look like for students progressing from different starting points. Students enjoy learning and rise to the teachers' high expectations of them and enjoy being challenged. The school implements the Australian Curriculum, supports teachers to work with ICT to facilitate access to knowledge in a new generation of learning experiences, and continuously upskills staff in all aspects of the collection, sharing and analysis of data to address gaps and extend student learning. Active engagement in a wide range of extra curricula endeavours has a positive effect upon students' classroom activities. The opportunities for success provided by the school enhance students' self-confidence, self-belief and discipline, all of which lead to greater success in the classroom. The school promotes a strong start to Prep by facilitating a successful transition from Kindergarten to Prep for every child as well as a strong focus on developing students' literacy through the teaching of a whole school approach to reading and writing. The school's motto, 'Success by Work', underpins every facet of a students' life at Boondall State School.

School progress towards its goals in 2018

At Boondall State School our motto, Success by Work, underpins everything we do – from the classroom to the sporting fields to playing musical instruments. Our enthusiastic and caring teachers and support staff guide our students to grow academically, socially and emotionally and experience success in all that they encounter.

This report reflects on the progress of our strategic goals for 2018 and outlines our future direction for 2019. It illustrates the outstanding achievements of our school, the quality of our staff and a comparison of our students' achievements against the state norms and national benchmarks. As a school community, we are very proud of all that we have achieved this year and are optimistic about what we will continue to achieve in the future.



The graphic features a yellow and blue geometric background. On the left is the Boondall State School logo with the motto 'SUCCESS BY WORK'. The main title is 'Boondall State School 2018 Explicit Improvement Agenda'. Three horizontal yellow lines separate the agenda items:

- Reading**
Implement the Boondall Reading Framework
with a focus on pedagogy used in reading rotations
- Positive Behaviour for Learning**
Embed a whole school approach to promote consistency and positive school culture
Build an expert teaching team committed to supporting PBL
- Australian Curriculum**
Implement success criteria to make explicit to students what they need to know and do, aligning Australian Curriculum, teaching and learning, and assessment

Priority Area	Achievement
Reading	<ul style="list-style-type: none"> • Reviewed and refined the BSS Reading Framework • Continuation of targeted early intervention in literacy skills with three levels of support • Refinement of case management processes • Explicit coaching model (Prep – Year 6) • Instructional reading feedback • Peer observation • Professional development in reading • Utilisation of data to identify students requiring differentiation, targeted intervention or extension • Employment of a full time Speech Language Pathologist • Continuation of electronic data wall • Continuation of a differentiated reading map, outlining individual reading goals for students • Engagement of parents to take part in parent workshops and events with a focus on promoting reading • Continuation of a whole of school home reading program
Differentiation	<ul style="list-style-type: none"> • Individual curriculum plans for students requiring differentiated curriculum • Personalised Learning Plans for all Indigenous students • Employment of Guidance Officer for an additional day to support students/families, equating to 3 days per week • Teacher aide model to support differentiation in classrooms, with a focus on reading • Continuation of a differentiated reading map • Targeted support through our Support Teacher Literacy and Numeracy
Behaviour Management/Attendance	<ul style="list-style-type: none"> • Continuation on with the Positive Behaviour for Learning Team • Embedded processes for the collection of data for positive and negative behaviour • Continuation of school based processes to build consistency and effective practices across the school • Implementation of Bronze/Silver/Gold award system

	<ul style="list-style-type: none"> • Further develop RISE brand • Tracked attendance data/Set attendance targets – weekly • Implementation of systematic attendance framework – reducing absenteeism • Trained teachers in functional behaviour assessment and Classroom Profiling
Australian Curriculum	<ul style="list-style-type: none"> • Continuation of year level planning meetings • Designed an Australian Curriculum Implementation and support timeline • Cluster moderation using assessment folios • Whole school curriculum, assessment and reporting plan • Reading aligned to the Australian Curriculum

Future outlook

Writing

Implement the Boondall Writing Framework with an emphasis on providing timely, specific and actionable feedback for all students

Reading

Develop and embed the Boondall Reading Framework with a focus on high impact instruction used in reading rotations and text dependent questioning to accelerate students

Positive Behaviour for Learning

Embed a whole school approach to promote consistency and positive school culture
Build an expert teaching team committed to supporting PBL

Priority Area	Achievement
Literacy	<ul style="list-style-type: none"> • Consolidation and review of the BSS Reading Framework – with a focus on high impact instruction used in reading rotations and text dependent questioning to accelerate students • Implementation of the BSS Writing Framework with an emphasis on providing timely, specific and actionable feedback to all students • Continuation of targeted early intervention in literacy skills with three levels of support

	<ul style="list-style-type: none"> • Implementation of targeted early acceleration in literacy skills • Implementation of year level collaborative inquiry models with a focus on a literacy problem of practice • Explicit coaching model (Prep – Year 6) • Instructional reading and writing feedback using quality standards • Peer observation • Professional development in reading and writing • Utilisation of data to identify students requiring differentiation, targeted intervention or extension • Employment of a full time Speech Language Pathologist • Implementation of extension program – text dependent questioning • Continuation of electronic data wall • Continuation of a differentiated reading map, outlining individual reading goals • Implementation of individual writing goals • Engagement of parents to take part in parent workshops/events with a focus on reading • Targeted use of funds to train and employ teacher aides in facilitating reading and writing rotations • Continuation of a whole school home reading program • Team learning walks conducted each semester
Differentiation	<ul style="list-style-type: none"> • Individual curriculum plans for students requiring differentiated curriculum • Personalised Learning Plans for all Indigenous students, students with social emotional needs, students in out of home care, all students who are receiving a 'D' or 'E' in English • Employment of Guidance Officer for an additional day to support students/families • Teacher aide model to support differentiation in classrooms • Implementation of a differentiated reading map • Targeted professional learning – Inclusion Team • Redesign our student support model • Building capacity of our staff/students in assistive technologies
Behaviour Management/Attendance	<ul style="list-style-type: none"> • Continuation on with the Positive Behaviour for Learning Team • Embedded processes for the collection of data for positive and negative

	<p>behaviour</p> <ul style="list-style-type: none"> • Continuation of school based processes to build consistency and effective practices across the school • Implementation of Bronze/Silver award system • Further develop RISE brand • Tracked attendance data – weekly • Continuation of the SMS attendance process • Implementation of systematic attendance framework – reducing absenteeism • Implementation of attendance rewards • Implementation of lunch time activities • Targeted professional learning • Continue to build an expert teaching team committed to supporting Positive Behaviour for Learning • Trained teachers in Functional Behaviour Assessments • Trained teacher in classroom profiling
Australian Curriculum	<ul style="list-style-type: none"> • Continuation of with year level planning meetings • Designed an Australian Curriculum Implementation timeline • Implementation of success criteria for English, aligning curriculum, teaching and learning and assessment • Cluster moderation

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	674	666	681
Girls	339	330	330
Boys	335	336	351
Indigenous	42	37	43
Enrolment continuity (Feb. – Nov.)	94%	95%	96%

Notes:

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

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

Characteristics of the student body

Overview

Overview

At Boondall State School we have a diverse student population which includes 6% indigenous students, 27% EALD and 6% students with disabilities.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	25
Year 4 – Year 6	26	26	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

Curriculum delivery

Our Approach to Curriculum Delivery

- Cyclical, collaborative year level planning
- Learning Area units developed are based on the Australian Curriculum – C2C used as a resource
- Delivery includes school focus areas – Boondall State School Reading Framework requirements, Boondall State School Writing Framework requirements, Data meetings including case management, Success Criteria – teacher clarity, digital pedagogies
- Pre-prep transition program promoting successful transitions from Kindergarten to Prep built on sustainable partnerships with our local community

Our distinctive curriculum offerings:

- LOTE (German) from Prep – Year 6
- Specialists – Health and Physical Education, Dance, Music, Digital and DesignTechnology lessons Prep – Year 6
- Intra-school sports program
- Pre-Prep Transition Program and partnership with our local feeder kindergartens

Co-curricular activities

- Instrumental music
- Choir
- Chess Club



- Code Club
- Student Council – leadership and fundraising activities organised by teachers and Year 4 – 6 students
- ANZAC Day Commemorative Services (including ANZAC March at Sandgate RSL ceremony)
- Year 6 Graduation
- Inter-house swimming carnivals Prep – Year 3, Years 4 – 6
- Inter-house athletics carnivals Prep – Year 3, Years 4 – 6
- Whole school cross country, fun run and colour run
- Barracuda Swimming Club (sub-committee of P&C) provides Friday night club events
- Visiting sports program – Auskick, Tennis, Cricket, NRL, Golf, Softball



How information and communication technologies are used to assist learning

At Boondall State School teachers and students use information technologies to enhance teaching and learning. Computers and mobile devices are integrated as part of school life. Whilst the school has a designated STEM lab and flexible learning spaces, the most powerful way that ICTs are used in the school context is in the classroom, at the point of learning.

In 2018, we have continued to improve the mobility of the types of devices utilised by teachers and students with many mobile devices such as laptops and iPads being purchased and utilised throughout the school. Teachers also utilised electronic whiteboards throughout the school to assist in the delivery of the curriculum and to improve student engagement.

The school has employed a Digital Technology teacher and part of his role is to coach teachers to improve the integration of ICT's into the classroom. A Digital Technology coach works with our teachers with a view to the full integration of the Australian Curriculum Digital Technology strand by 2020. Our teachers are working to future proof their teaching skills. We have invested in a vast array of emerging technologies, such as drones and 3D printers, to provide exposure and opportunities for our students. The school has a STEM club serving Years 4 to 6 that utilises many different types of robots to enhance engagement and learning.



Social climate

Overview

Boondall State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

We are a Positive Behaviour for Learning (PBL) school. PBL is an evidence-based framework that ensures there is a consistent whole school approach to behaviour management. It ensures that there are high expectations of behaviour and positive social outcomes for all students.

As part of the PBL process, the whole school community engaged in developing a clear set of values, rules and expectations.

Our school community has identified the following school values to teach and promote our high standards of responsible behaviour:

- Respect
- Independence
- Safety
- Effort



This forms the acronym RISE which is the “brand” chosen for our Positive Behaviour for Learning system. This is reinforced by universal use of the logo shown above and by timetabled lessons modelling what the expectations look like in practice. These lessons are planned by the PBL team in consultation with our coach and after analysing behaviour data. The lessons are delivered by the class teachers. The school recognises and celebrates students and staff displaying and enacting the RISE values through reward systems such as gotchas, staff catchas, student of the week, bronze awards, silver awards etc.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	97%	93%
• this is a good school (S2035)	100%	97%	95%
• their child likes being at this school* (S2001)	99%	98%	95%
• their child feels safe at this school* (S2002)	100%	100%	91%
• their child's learning needs are being met at this school* (S2003)	94%	94%	95%
• their child is making good progress at this school* (S2004)	91%	91%	95%
• teachers at this school expect their child to do his or her best* (S2005)	97%	97%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	91%	91%
• teachers at this school motivate their child to learn* (S2007)	91%	91%	93%
• teachers at this school treat students fairly* (S2008)	94%	91%	86%
• they can talk to their child's teachers about their concerns* (S2009)	93%	98%	98%
• this school works with them to support their child's learning* (S2010)	92%	89%	96%
• this school takes parents' opinions seriously* (S2011)	96%	94%	85%
• student behaviour is well managed at this school* (S2012)	90%	87%	83%
• this school looks for ways to improve* (S2013)	97%	100%	95%
• this school is well maintained* (S2014)	96%	92%	97%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	91%	95%
• they like being at their school* (S2036)	98%	92%	91%
• they feel safe at their school* (S2037)	97%	92%	92%

Percentage of students who agree# that:	2016	2017	2018
• their teachers motivate them to learn* (S2038)	97%	94%	94%
• their teachers expect them to do their best* (S2039)	99%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	90%	94%
• teachers treat students fairly at their school* (S2041)	92%	88%	85%
• they can talk to their teachers about their concerns* (S2042)	91%	88%	83%
• their school takes students' opinions seriously* (S2043)	88%	83%	90%
• student behaviour is well managed at their school* (S2044)	86%	80%	79%
• their school looks for ways to improve* (S2045)	98%	95%	95%
• their school is well maintained* (S2046)	96%	94%	95%
• their school gives them opportunities to do interesting things* (S2047)	99%	94%	95%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	98%	96%
• they feel that their school is a safe place in which to work (S2070)	98%	96%	93%
• they receive useful feedback about their work at their school (S2071)	87%	94%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	94%	100%
• students are encouraged to do their best at their school (S2072)	98%	94%	98%
• students are treated fairly at their school (S2073)	98%	98%	98%
• student behaviour is well managed at their school (S2074)	98%	92%	96%
• staff are well supported at their school (S2075)	96%	90%	87%
• their school takes staff opinions seriously (S2076)	93%	92%	84%
• their school looks for ways to improve (S2077)	98%	98%	100%
• their school is well maintained (S2078)	96%	96%	96%
• their school gives them opportunities to do interesting things (S2079)	91%	94%	88%

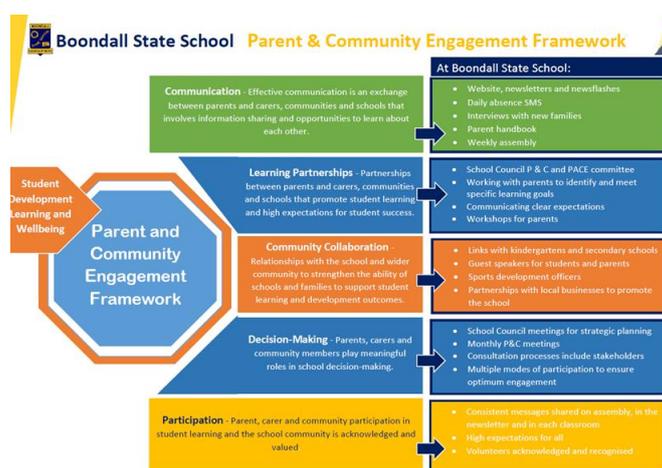
* Nationally agreed student and parent/caregiver items.

'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 and the broader community play a vital role in supporting successful learning outcomes for our children. Research shows that the most meaningful partnerships are those where schools, parents, students and the community work together to focus on student learning. Parent and community engagement that is effectively focused on student learning can deliver powerful outcomes and positively affect student achievement. In 2017 Boondall State School released a Parent and Community Engagement Framework. The framework was created by parents, community and school representatives. It aims to identify what



Boondall State School and the community does to strengthen learning outcomes for students through the use of communication, learning partnerships, community collaboration, decision-making and participation.

Parents were actively involved as partners in everyday school life in activities such as:

- Boondall State School Council – 2 parent representatives plus P&C President
- Development of individual education/ support plans for their children (in collaboration with the classroom teacher and the Student Support Team)
- Parent information sessions - year level information, support-a-reader, prep orientation, prep reading night
- Twice yearly parent-teacher interviews
- Classroom and excursion support
- PBL committee – parent representative
- PACE committee – parent representatives
- P&C meetings & events - support groups, discos, Mother's and Father's Days activities, tuckshop, uniform shop, banking
- School events – weekly assemblies, MADD, Pyjama reading night launching the home reading program
- MADD Night, music events – talent quest, choir and band performances

Boondall State School actively seeks to engage the community through many measures and has built a powerful learning partnership through the school council and P & C Association. The school is proactive about seeking parent consultation regarding the adjustments made to assist students with diverse needs to access and participate fully at school. Parents are partners in planning Individual Curriculum Plans, Personal Learning Plans and achievement goals for their children.

Respectful relationships education programs

Boondall State School is committed to creating a culture of respect and safety within and beyond our school. Respect and safety are fundamental to the school's core values as represented as a component of RISE, our Positive Behaviour for Learning (PBL) expectations. Students are provided with instruction on personal safety and awareness through Health and Physical Education lessons and are taught skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe through PBL. Members of the school leadership team are trained in Respectful Relationships and are a valuable resource with regard to violence prevention and response to domestic or family violence.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	13	23	31
Long suspensions – 11 to 20 days	0	0	5
Exclusions	0	0	1
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

The school has a recycling program which is run by the school student leaders. We have also requested that no lighting/air conditioning/fans/ computers be left on when a room is neither in use nor overnight/weekends. Where possible we have water saving devices fitted to all toilets and taps and use water from tanks around the school to maintain our gardens and grass. We have upgraded a large number of toilets in the school to reduce water usage. The increase in electricity may be due to the increase in installation of more air-conditioners throughout the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	251,571	206,779	267,535
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

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

How to access our income details

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

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

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

[View School Profile](#)

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

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	49	36	<5
Full-time equivalents	44	21	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	9
Bachelor degree	38
Diploma	2
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$105 196 (this figure includes teacher release cost). The total funds expended on teacher professional development in 2018 were \$24 185 from the school budget and approximately \$81 011 from Investing for Schools funds (this figure includes teacher release cost).

The major professional development initiatives are as follows:

- Mandatory staff training modules

- Student and staff wellbeing
- Team curriculum planning
- Moderation
- Data analysis and Cycle of Inquiries
- The explicit teaching of reading and writing
- Positive Behaviour for Learning
- Digital technology
- Teacher aide professional learning
- QELi – aspirant programs

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

We increased teacher capability in data literacy and evidence based decision making through:

- Regular, year level data discussions with the Head of Teaching and Learning (HOTL) and leadership team line manager
- Whole staff sessions looking at the school's Data Profile and whole school data (A-E achievement data, behaviour data, NAPLAN, benchmark and target data)
- Professional development on utilising and analysing One School data

The total funds expended on teacher professional development in 2018 were \$105 196.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	90%	91%	91%

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

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

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

Year level	2016	2017	2018
Prep	94%	94%	94%
Year 1	94%	94%	94%
Year 2	93%	95%	94%
Year 3	93%	93%	93%
Year 4	93%	95%	92%
Year 5	94%	93%	94%
Year 6	93%	94%	91%

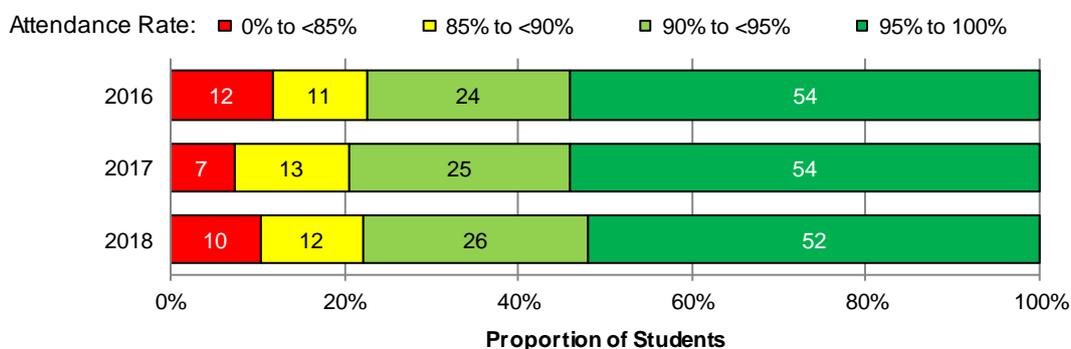
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

Prompt, timely and effective follow-up processes help parents make regular attendance a priority and provide direct support to those students in greatest need. Electronic rolls are marked twice per day by classroom teachers. Parents must notify the school via the school absence line, SMS, a note or an email to explain non-attendance at school for part of or a whole day. Late arrivals and early departures are managed through the school office. All unexplained absences are referred to parents through the school's same day notification system on the day of the absence.

Unexplained absences are followed up by the class teacher and if necessary the leadership team. If a pattern of absenteeism is reported, a phone call/letter (sent via registered post) to the parent requesting explanation is made by the Principal or Deputy Principal. If this continues, then the formal process as outlined in Education Queensland policy is initiated.

The school also acknowledges students with regular attendance by providing them with certificates and other incentives.

NAPLAN

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

How to access our NAPLAN results

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

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

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Notes:

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