Urangan Point State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Urangan Point is a fast growing Band 8 school located at the tourist end of Hervey Bay. Urangan Point is a primary school providing quality education for all students from Prep through to Grade 6. Our school serves a diverse community which is made up of families who have made educated choices to transport their children to school, families who reside in a range of living situations; and families from various cultural and religious backgrounds. Our school draws its enrolments predominantly from the local area; however, there are children who travel from Booral, River Heads, Torquay, Pialba, Dundowran and Toogoom.

At Urangan Point State School we:

- Encourage our children to strive to be active citizens in a learning community;
- Aim to provide quality education in a safe, tolerant and disciplined environment, where everyone is encouraged to take responsibility for their own behaviour;
- Prepare our students for an active role in our democratic society. There is a strong focus on high expectations, equity, inclusiveness and the building of social responsibility.

We have a cohesive community where we work together to achieve the best for the children. We celebrate success, recognise that different people learn in different ways and we strive to provide an environment which nurtures this belief. We endeavour to build relationships with all students and their families, so that we can maximise the child's learning outcomes.

Our Core Values are:
- ✓ Respect;
- ✓ Responsibility;
- ✓ Caring and;
- ✓ Safety.

We believe:
- ✓ Every child is unique and deserves the right to be treated with respect, understanding and courtesy;
- ✓ That children are individuals and each should be provided the opportunity to reach their full potential;
- ✓ By fostering relationships through open communication within the community we work as partners to provide quality education;

All students have the right to be educated in a safe and nurturing environment.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

At Urangan Point State School, we have 5 Strategic School Priorities. Listed below are the Directions, Goals and Strategies we fully implemented in 2015;

Strategy 1: Reading

- Embed Sheena Cameron Reading Strategies across all year levels.
- Ensure all staff have a DEEP knowledge of a Balanced Reading Program using the Gradual Release Model and are implementing this successfully.
- Provide Professional development opportunities around the teaching of Reading.
- Continue the development and alignment of a school English program/folders and units/folders.
- Align school's Assessment Schedule with authentic assessment tools to allow data to inform teaching practices.
- Maintain and develop Reading Resources to engage students.
- Identify students from Years 1-5, using OneSchool Data Profile Excel Document (A-E & Naplan), requiring individual support to access Intervention using LLI and SSP programs to support phonological awareness.
- Targeted Oral Language programs accessed by Prep and Year 1 students.
- Align decoding strategies/language used across classes.
- Continue to inform parents of this agenda through newsletter items, Facebook posts and parent information sessions.
- Implement Learning Rounds for teachers to learn from teachers – with an explicit focus on Reading.
- Continue with Instructional Rounds with a focus on Guided Reading.
- Hold sharing afternoons where teachers share resources they are using.
- Develop Individual Learning Goal for every student in Reading.

Strategy 2: Numeracy

- Introduce Mathematics Warmups across all year levels.
- Align school Assessment Schedule with authentic assessment tools to allow data to inform teaching practices.

- Use data analysis of Pat-M assessments to identify common misconceptions to be clarified. Plan units of work to incorporate clarification.
- Maintain and develop Mathematics Resources to support teaching and learning.
- Use of NCR Diagnostic Tool (pre and Post) each term to inform teaching.
- Individual Learning goals developed for every student in Number Facts.

Strategy 3: U2Bs

- Identify possible U2B students in Yrs 2, 4 and 6 and provide extension opportunities through accessing Master Teacher, Coach and Teacher Librarian.
- Identify Students in Yrs 3 and 5 who are capable of achieving U2B and provide support to improve achievement.

Strategy 4: Attendance

- Move the school to electronic roll marking in Term 1, 2016.
- Maintain daily phone calls enquiring about all absences.
- Provide incentives through class and Year Level competitions to improve attendance rates.
- Monitor chronic absences and provide support for families through Student Welfare Team.
- Communicate that high attendance has a strong profile – assembly, newsletter, Facebook page – unexplained absences, attendance alerts, awards, certificates, etc.
- Complete and embed Attendance policy.

Strategy 5: Data

- Align school Assessment Schedule with authentic assessment tools to allow data to inform best teaching practices.
- Use a 10 week data cycle to inform success and direction of targeted programs.
- Continue data conversations with teachers to inform teaching practices.
- Upskill teachers I using data to inform teaching and learning.
- Develop teacher's ability to use OneSchool effectively when recording and analyzing data.
- Continue the commitment to moderation of student work to ensure consistent application of A-E achievement ratings.

Future Outlook

In 2017, Urangan Point State School will have a sharp and narrow focus on Reading and Numeracy. We will implementing the following strategies to deliver improvements across this agenda;

READING:

1. Deliver oral language activities that target phonological and phonemic awareness,
2. Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these – Speech/Language Program for Prep/Year 1,
3. Continue to embed a balanced reading program,
4. Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
   a. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading,
5. Align reading framework to Pearson's Gradual Release of Responsibility Model (Refer Framework for the Teaching of Reading),
6. Embed comprehension strategies e.g. Sheena Cameron, into the reading procedures,
7. Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback,
8. Ensure the 5 aspects of reading are explicitly addressed i.e.: Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4.Text and Textual features; 5. Knowledge of the World,
9. Complete a thorough interrogation of NAPLAN data - 2016/2017 in preparation for 2018 NAPLAN,
10. Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus warm up activities in reading,
11. Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep),
12. Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, intervention programs),
13. Provide challenging learning experiences that further develop reading expertise,
14. Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations,
15. Regularly analyse trends in attendance data at the whole school, class and individual student level,
16. Communicate and promote student attendance rates in the wider community,
17. Implement both proactive and reactive strategies to increase student attendance,
18. Promote the explicit improvement agenda to all school stakeholders,
19. Maintain and develop Reading resources to support teaching and learning by empowering staff with Cluster Curriculum budget responsibilities,
20. Use of pre and post tests to inform explicit of Reading; and
21. Individual Learning Goals developed for every student in Reading.

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NUMERACY

1. Embed ***Numeracy Rich Routines*** that address key aspects of number as identified through NAPLAN and internal data sources e.g. PAT M,
2. 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,
3. Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting,
4. 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,
5. Practice and deepen number facts,
6. Complete a thorough interrogation of NAPLAN data - 2016/ 2017 in preparation for 2018 NAPLAN,
7. Identify and isolate a small number of developmental areas from NAPLAN analysis to help focus activities of Number,
8. Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep),
9. Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching),
10. Provide challenging learning experiences that further develop numeracy expertise,
11. Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations,
12. Regularly analyse trends in attendance data at the whole school, class and individual student level,
13. Continue with Maths Warmups for the entire school,
14. Maintain and develop Maths resources to support teaching and learning by empowering staff with Cluster Curriculum budget responsibilities,
15. Use of pre and post tests to inform explicit teaching of Maths; and
16. Individual Learning Goals developed for every student in Number.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	434	217	217	70	91%
2015*	436	231	205	83	89%
2016	475	239	236	98	88%

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
The school has a reasonably equal ratio of male to female students. There are over 140 students in the school that receive some level of support (ESL, Intervention or Extension). Within the school populations we have 18% Indigenous students, 13% Special Needs Students and 1% of students are Children in Care of the State. Our community fall primarily in the Low Socio-economic class, with a multicultural component (Thailand, Philippines, Norway and Spain) and approximately 25% of families being single parent in nature. Additionally, the school has a high transient rate in our enrolments with over 10% of our students leaving in the period of a school year.

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	19	21	23
Year 4 – Year 7	24	26	27
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
- ICT inclusion across all key learning areas,
- Dedicated Literacy and Numeracy times across the school,
- Support and Extension Programs,
- ICI's – Intercultural Investigations (China) for Grade 5 & LOTE (Mandarin Chinese) for Grades 6,

- Year 4 – 6 Sport Gala Days,
- Years 1-3 Junior Sports Days,
- Lunch Time activities – Supervised Sport, skipping, dance, games, drawing,
- Instrumental Music – Strings Programs,
- Chaplaincy Service,
- Drumbeat Emotional/Social Skills Program,
- Prep to Year 5 Learn to Swim,
- Year 6 Recreational Swimming,
- Indigenous Education Programs,
- Caring Crusaders Group (Environmental Protection) and
- Whole School Positive Rewards System (Merit Cards).

Co-curricular Activities
- ANZAC and Remembrance Day Celebrations,
- Arts Council,
- School Discos,
- Under 8's Day,
- Rewards Days,
- Choir,
- Student Council,
- Games Room,
- Healthy Lives, Deadly Gundhus after school program,
- Afterschool Sport Programs,
- School Camps and excursions and;
- Breakfast Club.

How Information and Communication Technologies are used to Assist Learning
ICT's are integrated across all curriculum areas by both students and staff, in particular in the areas of literacy and numeracy. Urangan Point has a dedicated ICT room which houses 30 computers, an interactive whiteboard and space for students to explore ICT opportunities. Every classroom has an interactive whiteboard and at least 4 computers for use by students to assist their learning. Our library also offers 2 interactive whiteboards to give greater access for staff and students when needed.
Teaching staff make use of their C4T laptops and their IPad Mini's to assist them to plan for, implement and assess student learning. Students and staff utilize a range of computer based programs and internet options to enhance learning. Staff members work towards having their ICT skills improved and recognised through continual attendance at professional development opportunities throughout the year. Urangan Point also has 3 pods of 8 IPADS, as well as 5 IPads dedicated to Prep, which are used by staff and students to provide greater pathways for students to access new learning or reinforce skills and concepts. Our school is well supported in the area of ICT hardware by an active and enthusiastic P&C.

Social Climate

Overview
A whole–school supportive environment monitored by the Principal and Deputy Principal, through a team approach, supports children's social, emotional and academic needs.
The team includes – Principal, Deputy, HOSES, Literacy Coach, Student Welfare Teacher, Guidance Officer, Classroom teachers, AVT and Special Education Teachers, Behaviour Management Staff, School Chaplain, Indigenous Education Officers and Teacher Aides. This group works in liaison with other agencies where necessary.
In 2016, the following responses were received from the School Opinion Surveys:
- 97% of parents were satisfied that this was a good school.
- 97% of parents felt their child feels safe at school.
- 100% of parents felt the teachers expected their child to do their best.
- 94% of parents felt they could talk to their child's teachers about their concerns and that the school works with them to support their child's learning.
- 97% of students were satisfied they were getting a good education at this school.
- 100% of students felt their teachers expected them to do their best.
- 100% of students felt this school looks for ways to improve.
- 97% of students felt they were safe at school.

The Student Welfare Officer, in conjunction with the School Chaplain, have further embedded the LionsQuest Social Skills Program to support students and families. A clear and comprehensive approach to school behaviour is enacted and visible through the school. All stakeholders are aware of what is acceptable and avenues they have to combat perceived bullying, safety issues and fair treatment.
As a school community we have invested time into forming strong community relationships. Our parent community is aware of school decisions, can discuss future directions and have an input into the teaching and learning process. Our children can then develop skills for lifelong learning to enable them to contribute to society as a whole.

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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)	100%	96%	97%
this is a good school (S2035)	100%	92%	97%
their child likes being at this school* (S2001)	100%	88%	100%
their child feels safe at this school* (S2002)	100%	92%	97%
their child's learning needs are being met at this school* (S2003)	100%	88%	97%
their child is making good progress at this school* (S2004)	97%	88%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	92%	91%
teachers at this school motivate their child to learn* (S2007)	100%	88%	97%
teachers at this school treat students fairly* (S2008)	94%	80%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	94%
this school works with them to support their child's learning* (S2010)	100%	88%	94%
this school takes parents' opinions seriously* (S2011)	100%	88%	89%
student behaviour is well managed at this school* (S2012)	94%	81%	86%
this school looks for ways to improve* (S2013)	100%	92%	100%
this school is well maintained* (S2014)	100%	96%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	95%	97%
they like being at their school* (S2036)	87%	96%	90%
they feel safe at their school* (S2037)	87%	92%	92%
their teachers motivate them to learn* (S2038)	95%	97%	92%
their teachers expect them to do their best* (S2039)	98%	95%	95%
their teachers provide them with useful feedback about their school work* (S2040)	91%	93%	91%
teachers treat students fairly at their school* (S2041)	84%	88%	92%
they can talk to their teachers about their concerns* (S2042)	81%	94%	89%
their school takes students' opinions seriously* (S2043)	86%	89%	93%
student behaviour is well managed at their school* (S2044)	79%	89%	88%
their school looks for ways to improve* (S2045)	95%	100%	97%
their school is well maintained* (S2046)	93%	97%	97%
their school gives them opportunities to do interesting things* (S2047)	90%	96%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
they receive useful feedback about their work at their school (S2071)	98%	89%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	92%	93%
students are encouraged to do their best at their school (S2072)	100%	98%	98%
students are treated fairly at their school (S2073)	100%	96%	98%
student behaviour is well managed at their school (S2074)	93%	98%	93%
staff are well supported at their school (S2075)	98%	96%	93%
their school takes staff opinions seriously (S2076)	98%	87%	93%
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	100%	100%	98%
their school gives them opportunities to do interesting things (S2079)	95%	93%	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

Parents and other community members are encouraged to become involved at Urangan Point State School by:

- Embracing the schools Open Door Policy—parents are always welcome;
- Active P&C including a Parent Helper Group;
- Volunteer work in the school Tuckshop;
- Class meetings at the beginning of each school year;
- Parent training opportunities;
- Involvement in Literacy Blocks and morning reading activities;
- Support in library resourcing;
- Invitations to classroom activities such as culminating activities at the end of units;
- Senior Students Graduation;
- Local Chaplaincy Committee;
- Excursions and Camps; and
- Track and Field and Swimming Carnivals; and Student Parades.

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	26	60	39
Long Suspensions – 6 to 20 days	0	1	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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**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

Our school has installed solar panels to assist in reducing electricity costs and becoming more environmentally friendly. A group of students called the Caring Crusaders implemented a number of environmental activities. Throughout the year, they conducted an electrical use reduction program. Students checked electrical appliances were switched off when not in use. This group also added recycling of aluminium cans to the recycling of paper and sorting of school waste into recycling and non-recycling bins. The tuckshop food waste was collected each day and composted with the aid of the school worm farm. The Caring Crusaders completed a school wide water check for leaks to further improve the water use in the school. Each term, students from the Caring Crusaders would promote a range of sustainable and environmental topics on assembly. The aim was to improve the environmental footprint of the school and the wider community through this shared learning.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	81,753	6,515
2014-2015	84,716	2,827
2015-2016	7,200	1,353

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.**

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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 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	36	32	<5
Full-time Equivalents	32	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	7
Bachelor degree	23
Diploma	4
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 $20,404.

The major professional development initiatives are as follows:

- AEDC data,
- Age Appropriate Pedagogies,
- Senior First Aid and CPR,
- SSP and Letterland,
- Sheena Cameron Reading Strategies,
- Balanced Reading Program,
- Playgroup Professional Development,
- Curriculum Roadshow forums,
- Feedback and Professional Observation,
- Reporting,
- Essential Skills In Classroom Management,
- Lions Quest Skills For Growing,
- Australian Curriculum,
- Social/Emotional Intelligence (Secret Agent Society),
- Utilising and planning on OneSchool,
- MSSWD,
- ICT's and;
- Mandated QLD Professional Development including Student Protection Policy, Code of Conduct, etc.

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.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% 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).	91%	91%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	89%	84%

*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%.

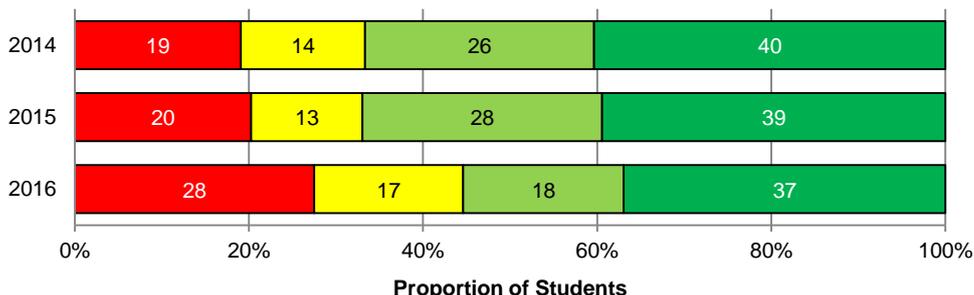| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	91%	91%	91%	92%	90%	92%	89%					
2015	92%	91%	89%	92%	91%	89%	92%						
2016	90%	88%	90%	89%	88%	89%	86%						

*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:

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Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	19	14	26	40
2015	20	13	28	39
2016	28	17	18	37

Proportion of Students

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.

Class rolls are marked twice a day by the classroom teacher and the class rolls sent to the office each afternoon. All student absences are reviewed daily (by the Administration Team) and entered onto the school database. When a student has been absent for 3 consecutive days, parental contact is made to discuss the absences. If a student has been absent for longer than 10 consecutive days without reason, then the school implements procedures outlined in the 'Enforcement of Compulsory Schooling and Compulsory Participation' policy. In Term 4, we initiated the SMS Messaging service.

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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.**

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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.

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Conclusion

2016 has been an outstanding year for the school. We continue to strengthen our relationships across the educational and business community of the Fraser Coast and continued our enrolment growth. In terms of Curriculum success, 2016 was our strongest year to date with more than two thirds of the NAPLAN results being our best since this style of testing was implemented.

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