



# Belgian Gardens State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

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## School Overview

Belgian Gardens State School opened in 1887 and is one of the oldest schools in Townsville, catering for students from Prep to Year 6. Our Curriculum Framework supports teachers in building a school culture that values high expectations, focused teaching, and meaningful learning. It is tailored to meet the unique and diverse needs of our students. The curriculum has as its core function the promotion and provision of opportunities for students to develop strong Literacy and Numeracy skills. The curriculum is supported by specialist programs including Japanese, Instrumental Music, Gifted and Talented Education, Environmental Education, a school Dance Program, Peer Support and a Senior Student Leadership Program. Parental and community involvement in the school is actively encouraged and a dedicated Parents and Citizens Association supports the school community by providing additional resources critical to our success. Our school is actively involved in community events and projects including, Anzac Day, Reef Guardian Program, Eisteddfod and Interschool Sports. Our school social environment builds on the positive, proactive, inclusive and constructive culture of the school.

## Principal's Foreword

### Introduction

This report provides an outline of some of our achievements in 2016, our 129th year of education, at Belgian Gardens State School. It is available to community members via the school website and in paper version. A paper copy of this report is available from the school office.

The intent of this report is to provide a set of information that is common for all state and non state schools in Queensland.

### School Progress towards its goals in 2016

The four key performance measure areas below were all successfully implemented in 2016 and are ongoing where required.

#### SUCCESSFUL LEARNERS – “LATCH ONTO EXCELLENCE”

- Explicit Instruction and planning embedded consistently to align Whole School Curriculum, Assessment and Reporting with QCARF and ACARA;
- All teachers will be able to analyse planned units of work to determine the **decoding and comprehension strategies that students will need to apply** in order to be successful in planned assessment tasks;
- All students will know how to **work towards achieving reading goals** required being successful on planned curriculum assessment tasks;
- Student Improvement on Whole School Levelled Guided Reading from P-2;
- All Teachers will work with Master teacher to develop 5 week reading cycles. 40 minutes release time allocated each Friday for data recording and action research;
- Teachers will apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

#### TEACHER CAPACITY – “WALK BESIDE”

- Developing Performance Plans for teachers based on - ATSIL Professional Standards, NQ Framework;
- All teachers to develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities;
- All teachers will work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice;
- All teachers will contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice;
- All staff to undertake professional learning programs designed to address identified student learning needs;

### LEADERSHIP – “FOR STUDENT LEARNING”

- Leadership team to participate and lead relevant professional development;
- All leadership team (LT) members to complete Developing Performance Plan for 2016 aligned to research of Leithwood, Sharratt and Fullan and Ontario Leaders Framework;
- Master Teacher to complete action research project focusing on levelled guided reading.

Engage lead teachers from staff as Support teachers: Literacy

### COMMUNITY ENGAGEMENT – “LATCH ON TO EXCELLENCE”

- Seek funding from P & C, available grants to sustain playgroup initiative.
- QSR aligned to the State Schools Strategy 2014-2018, NQ Regional Priorities, Aligned to the 5 Key Areas of Focus from Full School Review
- Staff provide appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.
- Staff establish and maintain respectful collaborative relationships with parents/carers regarding their children’s learning and wellbeing

### Future Outlook

Strategy: Leading the learning			
Actions: <i>Develop Professional Knowledge &amp; Engagement</i>	Targets	Timelines	Responsible Officer/s
Leaders of learning provide weekly professional development sessions to support staff in developing their own capabilities across a range of learning areas.	100% of leadership team leading professional development for staff. 100% of teachers participating in PD sessions on offer. 100% of teachers able to align professional development to their Developing Performance Plans S2085 – 80% S2086 – 95%	Throughout 2017	Leadership Team

Strategy: Developing recall of basic math facts and skills			
Actions: <i>Consistent implementation of daily Warm-ups</i>	Targets	Timelines	Responsible Officer/s

Embed warm-up practices throughout whole school by conducting daily warm-up sessions no more than 15 minutes each session.	97% - NMS Year 3 98% - NMS Year 5 60% student body sitting at A/B LOA Mathematics	NAPLAN Release Semester 1&2 LOA Data	Master Teacher, HOC, Classroom Teachers
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### Strategy: Explicit Instruction of Grammar and Punctuation

<b>Actions:</b> <i>Implement daily writing Warm-ups</i>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Leaders of learning to develop week about foci and develop warm-ups on elements of grammar and punctuation that align to the current C2C task.	100% of staff conducting daily G+P warm-ups. 96% - NMS Year 3 45% - U2B Year 5	NAPLAN Release	Leadership Team, Classroom Teachers

### Strategy: Collaborative Inquiry - Writing

<b>Actions:</b> <i>Quality Teaching and Learning</i>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Leaders of learning and Regional CAPS team are working alongside teachers to develop curriculum knowledge and high yield classroom practices through the Collaborative Inquiry Process.	100% of students articulating areas for improvement in their own writing against success criteria; 90% of students will complete all writing tasks at a 'C' standard or better; 98% students above NMS in writing.	Every 2-4 weeks within each unit cycle (student video feedback to cohesion) Every 5 weeks (Student achievement data – LOA)  NAPLAN Release	Principal and HOC

### Strategy: Develop and embed a Digital Technologies Curriculum across the whole school

<b>Actions:</b> <i>Implement Digital Technology Curriculum</i>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Leadership, Regional Support Staff and Digital Technology Teacher co-design Digital Technology units for the whole school.	90% - S2020 90% - S2053 90% - S2054 100% of students achieving higher than a C in Science.	Term 1 – Implementation SOS Release  Semester 2 Reporting	Principal, HOC, DT Teacher
Creation of a STEM Space (Science Room), purchasing supporting technology, and continually offering PD opportunities for staff to support program.	S2090 – 90%	SOS Release	Principal, DT Teacher
<b>Strategy: STEM</b>			
<b>Actions:</b> <i>Support Environmental Science Program</i>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Environmental Science Teacher to continue to develop Biology and the Environment (BATE) program with an emphasis on developing higher order thinking skills.	100% of students achieving higher than a C in Science. 20% students of Students achieving 'A' LOA in science S2047 – 100% S2003 – 95%	Semester 1&2 reporting  SOS Release	Principal, Deputy, HOC and BATE Teacher
<b>Strategy: Student and Staff Wellbeing</b>			
<b>Actions:</b> <i>Develop consistent approach to SWPBL</i>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Continue to focus on embedding SWPBL philosophy across school with target of achieving Tier 2 status. This will be achieved through:  <i>Classroom Profiling</i> <i>Functional Behaviour Assessments</i> <i>SWPBL Team Meetings (with regional SWPBL resource)</i>	SWPBL Tier 2 50% of Classrooms participating in CP 100% of our high frequency behaviours assessed – Functional Behaviour S2074 – 100%	End of 2017  End of 2017  <2% students in red	Deputy, SWPBL/Wellbeing teacher

<b>Actions:</b> <i>Support staff to enhance wellbeing</i>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
<p>Focus on improving staff well-being through the offering of school developed wellbeing strategies.</p> <p>These strategies will include:</p> <p><i>Zones of Regulation PD</i>  <i>Departmental articles (Weekly Briefing)</i>  <i>Yoga tools (beginning each staff meeting)</i>  <i>Dr. Adam Fraser - 3<sup>rd</sup> Space PD</i>  <i>Leadership GROWTH coaching</i></p>	<p>S2080 – 85%</p> <p>S2084 – 95%</p>	<p>SOS Release</p>	<p>Principal, Deputy, HOSES, Wellbeing teacher</p>

# 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
<b>Student enrolments for this school:</b>	<b>596</b>

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	573	297	276	33	93%
<b>2015*</b>	554	277	277	31	92%
<b>2016</b>	567	288	279	26	92%

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

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

In 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

Prep students at Belgian Gardens State School arrive with sound levels of oral language skills which are evidenced through our Pre-condition data. In 2016 the school had a student population of 573 students. Of those, 33 identified as indigenous, 4 as ESL including many students from various cultural backgrounds. The parent community value education and see the benefits to their children. The school offers non-denominational Christian religious education classes, which is in keeping with the values and beliefs of the majority of children who attend the school. There are high standards of student behaviour expected and there is very minimal disruption to student learning throughout classrooms.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	23	23
Year 4 – Year 7	20	26	25
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

Our approach to curriculum delivery



At Belgian Gardens State School we have a student centered approach to curriculum delivery (Dimensions of Teaching and Learning). We focus on students and their successful achievement, starting with where the student is at. It is based on the assumption that effective teachers place the student at the centre of their practice. We focus on ensuring our students are Assessment Literate Learners who know what they are learning, why they are learning it and how they are going in their learning. This is based on the research and methodology of Lyn Sharrett et al. Learning Walls are a common feature in every classroom and provide students with a go-to place to see where they are currently in their learning journey and what they need to do to improve and achieve success – Assessment Literate Learners.

#### **Our distinctive curriculum offerings**

- Real life environmental education through our Reef Rangers Reef BG live aquarium classroom;
- Learning Camps for Yrs. 5, 6 at which students develop environmental knowledge and leadership skills;
- Arts Extravaganza – a showcase for our Performing Arts programs;
- Learning Connections – a gross motor program for Prep -Yr. 2;
- The explicit teaching of decoding and reading comprehension skills across all year levels;
- The school has moved away from textbooks with educational research supporting this move;
- The school has moved to “practice” based on learning goals, rather than prescribed homework. This is supported by the BGSS school community;
- The school has clear reading and writing benchmarks which ensure outstanding levels of academic achievement are evident throughout the school;
- The school has a Head of Curriculum who supervises and coaches staff in the curriculum and pedagogical implementation of all learning in the school.

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

##### **MUSIC**

Junior Choir, Senior Choir, Glee Club, School Bands (Senior and Junior), School Orchestras (Senior and Junior), String Ensemble, Woodwind Ensemble, Percussion Ensemble, Brass Ensemble, Instrumental Music Workshops, Fanfare, Eisteddfod, Choral Workshops and Concerts, Community performances and the Gala Music and Awards evening held at PimPac Theatre.

##### **DANCE**

Moving Arts Years 1, 3, 5 that culminated in an Arts Extravaganza Performance in November 2016 at the Civic Theatre. Years 2, 4 and 6 participated in a variety of dance lessons that culminated in year level performances organised by teachers.

##### **ENVIRONMENTAL SUSTAINABILITY**

Clean-Up Australia Day, Clean and Healthy Schools, Waterwise School, Learnscape Units, Aquaculture Garden, Fish breeding program including maintenance of 15 salt water coral tanks, Gardening program (lunchtime).

##### **SCIENCE**

Science Club – Yrs. 1-6

##### **SPORT**

Interschool competition

Football Competition (ARL Development Cup)

After School Programs (Auskick)

Tennis Coaching

##### **STUDENTS' LEADERSHIP PROGRAM**

Student council – Yr. 5&6

Young Leaders' program for Yr. 5&6

LOTE (Languages Other Than English)

Japanese Teacher Program, Japanese Speaking Competition, Origami Group, Sister School Visit, Japanese Cultural Studies

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

Our school currently has a purpose built computer lab, which can accommodate a whole class of students with each child able to access their own computer. Electronic whiteboards have been installed in every classroom. Each classroom has 3 student computers and overhead data projectors. Every teacher has an iPad, laptop docking stations to make it easier to interface the laptops and the whiteboards. Two class sets of laptop computers are also utilised in the upper year levels.

## Social Climate

### Overview

Belgian Gardens State School has a supportive and caring school environment in which students are supported by class teachers who identify their individual needs and plan to provide opportunities where students are challenged.

Our 'Responsible Behaviour Plan for Students' outlines clearly our expectations for conduct at school and provides support and assistance to all children to make positive choices.

The four Rules of BGSS are:

Be Respectful

Give your Best

Show Responsibility

Stay Safe

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	89%	97%
this is a good school (S2035)	98%	91%	93%
their child likes being at this school* (S2001)	96%	100%	95%
their child feels safe at this school* (S2002)	96%	94%	95%
their child's learning needs are being met at this school* (S2003)	90%	86%	90%
their child is making good progress at this school* (S2004)	84%	89%	95%
teachers at this school expect their child to do his or her best* (S2005)	96%	94%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	83%	84%
teachers at this school motivate their child to learn* (S2007)	92%	89%	90%
teachers at this school treat students fairly* (S2008)	96%	94%	91%
they can talk to their child's teachers about their concerns* (S2009)	96%	91%	93%
this school works with them to support their child's learning* (S2010)	84%	80%	83%
this school takes parents' opinions seriously* (S2011)	73%	77%	81%
student behaviour is well managed at this school* (S2012)	84%	86%	92%
this school looks for ways to improve* (S2013)	96%	89%	92%
this school is well maintained* (S2014)	98%	89%	95%

#### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	98%	99%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they like being at their school* (S2036)	92%	93%	99%
they feel safe at their school* (S2037)	92%	94%	97%
their teachers motivate them to learn* (S2038)	98%	98%	99%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	97%	98%
teachers treat students fairly at their school* (S2041)	84%	88%	96%
they can talk to their teachers about their concerns* (S2042)	87%	92%	96%
their school takes students' opinions seriously* (S2043)	84%	89%	92%
student behaviour is well managed at their school* (S2044)	86%	81%	93%
their school looks for ways to improve* (S2045)	98%	98%	97%
their school is well maintained* (S2046)	92%	96%	98%
their school gives them opportunities to do interesting things* (S2047)	94%	94%	96%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	95%	97%
they feel that their school is a safe place in which to work (S2070)	94%	98%	97%
they receive useful feedback about their work at their school (S2071)	83%	83%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	100%	97%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	91%	100%	100%
student behaviour is well managed at their school (S2074)	85%	100%	97%
staff are well supported at their school (S2075)	76%	90%	94%
their school takes staff opinions seriously (S2076)	68%	80%	94%
their school looks for ways to improve (S2077)	91%	98%	100%
their school is well maintained (S2078)	83%	83%	79%
their school gives them opportunities to do interesting things (S2079)	85%	86%	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 can become involved in their child's education in many ways through our P&C.

Parents can volunteer any amount of time that they can manage and we appreciate and value whatever they can give. We believe that when you support the P&C, not only will you be supporting the school community, but you will be supported by the school community.

- A volunteers Induction morning are held on the 3<sup>rd</sup> **Monday of term 1 and the second Monday of Terms 2, 3 & 4** for parents who wish to volunteer in any capacity at our school. The induction includes mandatory Student Protection training.
- 2016 also saw the continuation of our Parent Café an opportunity each term for parents to get together to talk about educational issues, initiatives and research.

### 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	54	38	21
Long Suspensions – 6 to 20 days	1	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

There have been significant processes placed in the school to reduce costs.

'Water wise' is embedded into the curriculum with students actively working together to reduce our carbon footprint.

The school's fortnightly newsletter is emailed to subscribers who register and this has led to a reduction of paper copies distributed home by 50%.

Teachers ensure that all electrical equipment (especially computers) is turned off at the wall at the end of each day to reduce electrical costs.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	266,831	18,988
2014-2015	282,558	13,816
2015-2016	254,481	17,575

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

## School Funding

### School income broken down by funding source

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

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

## Find a school

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	43	19	<5
Full-time Equivalents	38	13	<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.**	1
Bachelor degree	30
Diploma	6
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 \$25,000.

The major professional development initiatives are as follows:

- Lyn Sharrat – Putting Faces on the Data
- Growth Coaching
- Assessment Literate Learners.
- Quality Teaching and Learning

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.	97%	97%	96%

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

From the end of the previous school year, 93% 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).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	94%	91%

\*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%.

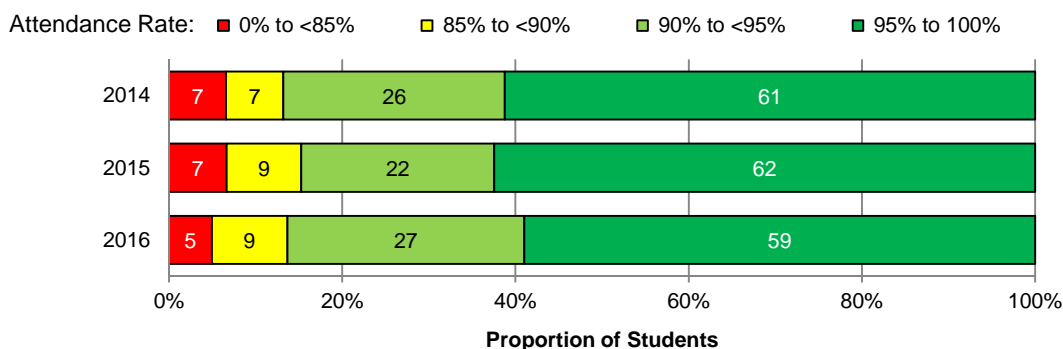
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	94%	95%	96%	95%	96%	94%	95%					
2015	95%	95%	94%	95%	95%	94%	96%						
2016	95%	95%	95%	94%	95%	95%	95%						

\*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.

At Belgian Gardens State School, rolls are marked twice a day and the office ensures that the parents of students who have been away for more than three days are contacted. Belgian Gardens State School follows the enforcement of compulsory schooling and compulsory participation provisions. Parents are informed in the School Prospectus and at their Enrolment Interview that students are expected to attend school every school day and the school must be formally notified of a student's absence by note or telephone by the day after the absence. After an absence of three consecutive days, the absence is recorded as 'unexplained' and the parents are contacted and asked for an explanation for the absence. If a reasonable explanation is not presented, the Principal has the right to report the absence to the relevant authorities.

#### Every Moment Counts Strategy

- We encourage all parents to plan to have their children at school, ready to engage in learning by 8.45am as school commences at 8.50am;
- Books on Blankets starts at 8.00am where parents and students are welcome to attend school early and read quietly until the 8.20am play bell rings;
- QSchools Push Notifications;
- We promote this through website, newsletters and parade messages that every day counts.

## 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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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.