



Kilkivan 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

Our Motto is Believe Strive Achieve - Believe in yourself; Strive to do your best; Achieve your goals. These affirmations permeate our programs across all Key Learning Areas. They are our drivers to support a broad range of learners and teaching styles. Killkivan State School is a Prep to Year 10 school catering for diverse learning needs. Our Special Education Program supports learners with disability in mainstream classes, assisting with transitioning into the workforce or senior secondary schooling. Focussed Career Programs for Years 9 and 10 provide realistic opportunities for students to plan their future pathways. Secondary subjects in Industrial Design , agriculture and Food science and hospitality. Technologies are firmly established in the secondary years with students commencing elements of these programs in Years 6 and 7. Sustainable Futures is a key organizer across the school with emphasis on Energy Alternatives. Our early years learners are immersed in a strong developmental program preparing them for the years ahead. We are a small rural school making sure our students' learning is enriched through well planned excursions and extra-curricular activities.

## School progress towards its goals in 2018

Targets	Measures	Implementation/ achievements
1. Literacy	<p>English – 85% of students achieving a C or better in Semester 2 or students are on an ICP</p> <p>90% of students' relative gain in Years 3 to 5, 5 to 7 and 7 to 9 in Writing reach or exceed national expectation targets or are on an ICP.</p> <ul style="list-style-type: none"> <li>100% of Teachers work with our curriculum and literacy teams to develop a well-structured tier based planning format.</li> <li>Increase the percentage of Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences from 70% to 90%</li> </ul>	<p>The goal of achieving above 85% C or better was achieved by developing a very clear line of sight from collective pre-moderation, explicit teaching of new concepts, goal setting and post moderation. Across our school 94% of our students managed to get a C or better in English.</p>
2. Numeracy	<ul style="list-style-type: none"> <li>Numeracy – 85% of students achieving a or better C in Semester 2 or students are on an ICP</li> <li>90% of students' relative gain in Years 3 to 5, 5 to 7 and 7 to 9 in number reach or exceed national expectation targets or are on an ICP</li> <li>100% of Teachers work with our curriculum and numeracy teams to develop a well-structured lesson format that incorporates a warm up, open ended task and explicit teaching of concepts.</li> </ul>	<p>Our goal of achieving 85% C or better in mathematics was achieved across our school. 88.4% of students achieved a C or better due to a structured pre-moderation planning process, utilising a pre-assessment diagnostic to guide our unit planning and to focus on numeracy teaching.</p>

## Future outlook

Future goals will continue to focus on developing literate and numerate students.

Actions	Milestones/ Targets
1. Demonstrate planning of targeted teaching that is guided by summative and formative data. Planning will include warm ups, explicit teaching and critical thinking tasks and consistently teach through all four proficiency strands.	100% of Numeracy Teachers incorporate daily warm ups, explicit teaching and critical thinking tasks in their weekly numeracy planning.
2. Work within and across our neighbouring schools for both post and pre-moderation of mathematics units and diagnostic	100% of numeracy teachers attend pre and

assessments. This will occur 4 times a year. Engage in blind moderation across the school.	post moderation sessions for numeracy.
3. Explicitly teach cognitive verbs so students can engage with the content at a deeper level. Cognitive verbs include but are not limited to those identified in upcoming assessment tasks.	100% of Numeracy Teachers incorporate explicit teaching of relevant cognitive verbs in their weekly numeracy planning.
<b>Actions</b>	<b>Milestones/ Targets</b>
4. Track student learning on the National Numeracy Learning Progression, with a focus on number strand initially.	100% of students engage and track their own numeracy learning.
5. Utilise adaptive technologies to better support individual student growth (Flip Classroom)	100% of Yr9 and 10 students engage and utilise adaptive technologies in mathematics.
<b>Actions</b>	<b>Milestones/ Targets</b>
6. Create and align secondary diagnostic resources to curriculum planning.	Align all NCR secondary diagnostics with corresponding units.
7. Develop individual tracking tools for students, guided by the National Numeracy Learning Progression.	School wide tracking tool trialled for the Number Strand and feedback provided by the end of term 2.
8. Develop teacher aide understanding and skills in number talks, warm ups and open ended questions through modelling explicit teaching.  Assign human resources (teacher aides & parents) to support small group engagement and differentiated learning.	100% teacher aide engagement and teacher support in the development of teacher aide numeracy skills.  Effective feedback and reflection from numeracy coaching cycle.
9. Set personal teaching smart goals with numeracy coach. Outlining ways to develop professional knowledge related to the AIP. Work collaboratively to structure planning to improve student achievement and to enhance teaching practice using data evidence inquiry cycles (Faces on the data).	Effective feedback and reflection from numeracy coaching cycle.
10. Provide intervention, support and extension to students based on individual student tracking.	100% completion of ICPs; ISPs; ESPs
<b>Actions</b>	<b>Milestones/ Targets</b>
11. Provide regular opportunities to analyse student data to inform teacher planning through pre and post moderation. Communicate progress to parents and wider community through newsletters, Facebook, the school webpage, Qparents and class dojo. Work with transition teams to share information.	100% teacher engagement during collaborative data analysis discussions.
12. Analyse numeracy data at an individual, class, cohort and whole school level to monitor performance and to inform teacher professional development meetings.	100% teacher engagement during collaborative data analysis discussions.  Data used by teachers and aides to self-reflect on teaching practice and establish smart goals with numeracy coach.
<b>Actions</b>	<b>Milestones/ Targets</b>
13. Utilise the effective and targeted school wide planning structure based on the regional planning template.	100% of numeracy teachers utilise the NCR term overview/ anchor chart.
14. Engage in The NCR Small Schools cluster pre and post moderation days each term.	100% of numeracy teachers attend pre and post moderation days each term.
15. Liaise and moderate with JNHS, utilising their unit plans and assessments to assist the transition into Year 11.	100% of secondary numeracy teachers' pre and post moderate with JNHS each term.
16. Utilise Regional resources and support from NCR Small Schools Cluster, including PA-AC support and guidance.	100% of Numeracy Teachers use the NCR planning process.

Actions	Milestones/ Targets
17. Provide workshops for parents each term to demonstrate activities and games focused on upcoming content of class group. Parents will be provided with resources/strategies to assist their students. Throughout the year videos will be accessible to parents to better support their child/ren. This videos will provide a consistent message between home and school.	Consistent parent engagement in workshops each term with effective feedback. SOS Data
18. Provide regular updates to the community via Newsletter, Facebook, Qparents and website. Shared information will include updates on parent/community workshops, student celebrations, tips to help at home and relevant information surrounding structure, delivery and pedagogy.	SOS data

Actions	Milestones and/Targets
1. Align Staff DPPs to the improvement priority of Writing	100% of staff engage with DPP process
2. To develop a shared understanding and commitment to developing writing stamina across all Key Learning Areas	<ul style="list-style-type: none"> <li>85% of students achieving a C or better in English</li> </ul>
3. All teachers engaging in the post moderation process. Utilise technology (i.e. emails or OneNote) to distribute student work samples prior to moderation meetings, so that when the teachers meet they have already prepared their thoughts and can use moderation time more effectively.	100% of teachers attend post moderation for English
4. Enhance teacher knowledge of the writing requirements in the Australian Curriculum, through deepening knowledge of Achievement Standards, the Literacy General Capabilities and curriculum Intent through the Pre-Moderation Process. Build capability of teachers to use the Literacy Continuum as a tool for monitor student behaviours, setting individual goals and planning learning opportunities.	100% of teachers using the NCR anchor chart to plan for English
5. Use peer observation, feedback and differentiated coaching to share best practice and improve teaching practice.	SOS data – teacher satisfaction
6. Deepen staff knowledge, understanding and pedagogical practice of the 4 writing procedures – Modelling, Shared and Interactive Writing, Guided and Independent writing to Pearson’s Gradual Release of Responsibility Model	

Actions	Milestones/ Targets
7. A whole school approach to support the learning of all students. Focus on extending our U2B students – Invest in HR to drive our G and T program.	100% of staff engaged in PD
8. Student achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources, reflecting whole school approach to support student learning aligned with the school improvement agenda.	100% of funds are targeted to meet student learning needs
9. Analysis of student data to monitor progress, guide professional practice and transitions, prompt, early intervention to extend U2B students.	100% of teachers involve in data analysis conversations
10. Use Early Start and the P-10 Literacy Continuum to monitor students’ progress in writing and identify individual writing behaviour goals for students.	Data Wall – whole school literacy continua Data Collection – individual student literacy continua

Actions	Milestones/ Targets
11. Lead an inclusive and collaborative culture, deepen learning and foster accountability. All staff will engage in PD relating to our AIP focus	

12. The school leadership team routinely meet with key stakeholders to review inclusive practices across the school to ensure alignment with evidence-based.	100% of staff engaged in collegial engagement practices
13. Establish a teaching and learning calendar each term to identify expectations of school staff to enact the strategies within the AIP and Assessment and Target plan.	100% of staff receive a teaching and learning calendar at the commencement of each term
<b>Actions</b>	<b>Milestones/ Targets</b>
14. Work collaboratively within and across schools to improve student achievement in writing using data evidenced inquiry cycles. Triangulate between NAPLAN- A-C results and Literacy Continuum	100% of staff engaged in collaborative discussion of data analysis
15. Provide regular opportunities to analyse student writing data through the school contextualised data analysis inquiry to inform teacher planning	100% of staff engaged in data analysis
16. Analyse writing data at an individual, cohort and whole school level to monitor performance and inform practice through teacher planning meetings.	100% of staff engaged in data analysis
<b>Actions</b>	<b>Milestones/ Targets</b>
17. Engage with NCR offer of PA-AC support for pre moderation opportunities	100% of teachers use the NCR planning process. The units will then be added to OneNote
<b>Actions</b>	<b>Milestones/ Targets</b>
18. The school actively seeks to engage with the local community. Community PD, data celebrations and sharing best practice.	SOS data
19. Promote awareness and understanding of the Writing strategy to all stakeholders through communication channels – school newsletters, Facebook, Q School, Q parents, video snippets and Class DOJO.	SOS data

## 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 2018</b>	Prep Year - Year 10

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	97	102	127
Girls	55	52	64
Boys	42	50	63
Indigenous	16	16	25
Enrolment continuity (Feb. – Nov.)	88%	91%	86%

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

Approximately a third of our students come to school on one of two bus services and could be travelling upwards of 30km each way to attend our school. Being in a rural area, a number of families are involved in pastoral or agricultural activities. A number of families live on small acreage as a lifestyle change or in the township. The school successfully supports a number of students with disabilities including high need students with physical, visual, ASD and intellectual disability.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	20	17	18
Year 4 – Year 6	18	24	18
Year 7 – Year 10	6	9	12
Year 11 – Year 12	0	0	0

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

Kilkivan State School provides a wide variety of learning experiences for students through curriculum programs in all nationally agreed key learning areas. We support students through differentiating the curriculum in the classroom, providing small group support and monitoring student growth carefully to provide one on one intensive support when needed. We also look to extend students, and opportunities exist to participate in a range of academic competitions as individuals and groups as well as participate in online learning with students from other schools. Students from Prep through to Year 10 have the added opportunity to participate in Manual Arts and Visual arts. These lessons are delivered by specialist Secondary Teachers.

### Co-curricular activities

The extra curricula activities that are available to our students include:

- Leadership Opportunities including Student Council
- School Discos and Movie Nights
- Human power vehicles
- CO2 Dragster and Solar powered boat competitions
- Push cart team challenge
- Coding Club
- Choir
- Instrumental music

- School band
- Mathematics Club
- Running Club
- Netball and Tennis
- Class Excursions
- Camps across all year levels.

## How information and communication technologies are used to assist learning

ICTs are an integral part of the curriculum. ICT resources are readily available in order to assist all areas of teaching and learning. A bring your own device (BYOD) program is in place for our year 7 and 10 Secondary. This is optional, however we recognise that this helps our students engage not only with information instantly in class but also helps at home. Classrooms have interactive whiteboards or interactive TVs that are utilised to support and engage curriculum delivery. In 2018 the school invested in technologies to future engage students to be productive and creative members of an ever changing technologically advanced environment. Our students now have access to 3D printing, laser cutting, robots and drones and coding tools.

## Social climate

### Overview

2018 saw the continuation of or investment in the Positive Behaviours for Learning (PBL) program that provides opportunities for our students to explicitly teach positive behaviours that we feel are necessary in our school. PBL is taught throughout the school from Prep through to Year 10, this provides a common language to reinforce a range of relationships and value concepts. The implementation of Positive Behaviour Learning has also had a direct and immediate positive influence on the social climate of the school. There is a common language and agreed ways of dealing with behaviour in a proactive and positive way across the school.

### 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)	83%	100%	100%
• this is a good school (S2035)	83%	100%	93%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	94%
• their child's learning needs are being met at this school* (S2003)	80%	89%	94%
• their child is making good progress at this school* (S2004)	100%	89%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	89%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	80%	89%	100%
• teachers at this school treat students fairly* (S2008)	100%	89%	88%
• they can talk to their child's teachers about their concerns* (S2009)	80%	100%	94%
• this school works with them to support their child's learning* (S2010)	80%	89%	100%
• this school takes parents' opinions seriously* (S2011)	80%	89%	93%
• student behaviour is well managed at this school* (S2012)	83%	89%	94%
• this school looks for ways to improve* (S2013)	100%	100%	94%
• this school is well maintained* (S2014)	100%	100%	100%

\* 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)	100%	94%	98%
• they like being at their school* (S2036)	96%	90%	98%
• they feel safe at their school* (S2037)	87%	96%	96%
• their teachers motivate them to learn* (S2038)	100%	100%	98%
• their teachers expect them to do their best* (S2039)	100%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	94%	98%
• teachers treat students fairly at their school* (S2041)	91%	84%	95%
• they can talk to their teachers about their concerns* (S2042)	96%	84%	95%
• their school takes students' opinions seriously* (S2043)	96%	90%	91%
• student behaviour is well managed at their school* (S2044)	100%	94%	88%
• their school looks for ways to improve* (S2045)	100%	98%	100%
• their school is well maintained* (S2046)	100%	98%	95%
• their school gives them opportunities to do interesting things* (S2047)	91%	94%	98%

\* 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%	94%	95%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	88%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	90%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	94%	100%
• staff are well supported at their school (S2075)	93%	69%	95%
• their school takes staff opinions seriously (S2076)	93%	75%	95%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	94%	100%
• their school gives them opportunities to do interesting things (S2079)	93%	100%	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.

## Parent and community engagement

Parental involvement in your child's education is vital and opportunities exist at various levels to enable parents to be engaged to an extent that best suits them. This ranges from attendance at events and functions to volunteering to assist with class activities through to involvement at a decision making level through the P&C Association. Once a semester we

present a parent teacher workshop that is designed to provide language continuity and support between school and home. We track our student performance data closely, and work with parents in designing programs that meet identified needs. The school is held in high esteem in the community being involved in local events such as the Kilkivan Horse Ride, ANZAC commemorations, horse and cattle associations. In addition we have community members coming in to the school to assist students in home economics and community learning. We also enjoy a positive relationship with the local kindergarten and often have the local Kindy students taking part in our school activities.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The programs focus on personal safety and awareness, including identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, 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. The curriculum based program utilizes our current teaching staff as well as our school chaplain, nurse and guidance officer.

## 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	3	1	6
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
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

We have become more careful around energy use, making sure air conditioning isn't overused and that doors and windows are shut when we do. The instillation of solar has had a positive effect on reducing electricity conception.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	44,355	31,433	32,228
Water (kL)		1,744	1,227

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	14	11	<5
Full-time equivalents	13	8	<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	1
Graduate Diploma etc.*	
Bachelor degree	14
Diploma	
Certificate	9

\*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 \$14691.

The major professional development initiatives are as follows:

- Positive Behaviours for Learning
- Curriculum planning
- Pre-moderation
- Gifted and Talented training.

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

## 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%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

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	92%	94%	91%
Attendance rate for Indigenous** students at this school	89%	94%	87%

\* 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%	95%	90%
Year 1	92%	95%	93%
Year 2	92%	94%	93%
Year 3	95%	96%	94%
Year 4	93%	94%	90%
Year 5	93%	94%	92%
Year 6	89%	95%	93%

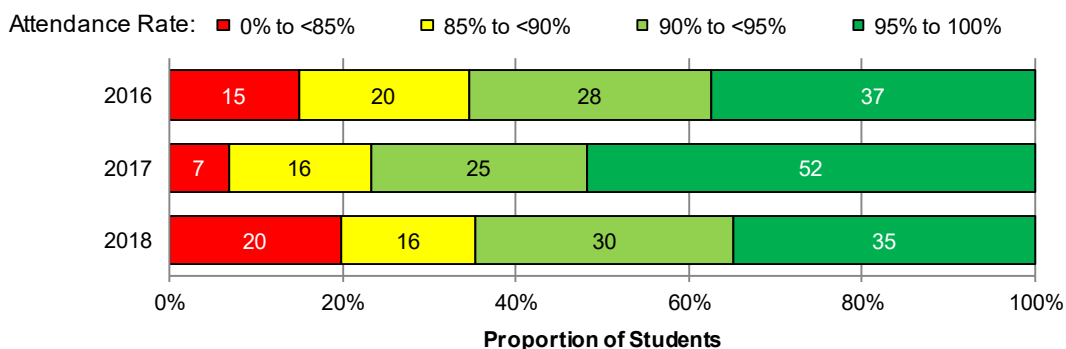
Year level	2016	2017	2018
Year 7	92%	93%	89%
Year 8	85%	93%	89%
Year 9	91%	91%	90%
Year 10	91%	90%	90%
Year 11			
Year 12			

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.

Class rolls are marked twice daily in the primary school and every lesson in the high school. They are monitored by administration staff. Parents of students who have an unexplained absence are messaged by 10:00am daily. Significant unexplained absences and 3 consecutive days absent are followed up by school administration staff. Late slips are handed out at the office. Every week the highest attending class receives an ice block. All parents of students with unexplained absences are contacted by SMS by 10:00 am every day to ensure student safety. At the end of every term we have a 100%ers' club. This is for students that achieve 100% attendance in the term. These students are taken down to the local shop where they enjoy a pizza party.

## 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
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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.