



# Chevallum State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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## School Overview

Chevallum State School has approximately 490 students from Prep to Year 6. It is the only community building in Chevallum and its multi-age philosophy and practices attract families from all parts of the Sunshine Coast. Chevallum School is focussed on developing a community of learners. In a caring, inclusive climate children take responsibility for their own learning becoming autonomous students. In the cooperative, multi-age grouped classroom, continuity facilitates an individualised, child-responsive approach, making learning an enjoyable experience to be shared. All members of the community are actively involved. We aim to develop balanced individuals who can operate as an integral part of the community, having respect for and understanding of individual and cultural difference. Our efforts at Chevallum School are directed towards providing children with a creative, stimulating learning environment that will foster positive self-esteem, a desire to learn, the confidence to take risks and the skills and knowledge necessary to achieve their full potential as a life-long learner in an ever-changing world. At Chevallum State School, we believe there is no such thing as an 'average' child and are committed to the development of the whole child. We aim to provide a curriculum that is responsive to the needs of each individual student. In providing such a curriculum we have structured our multi-age classrooms to allow for more flexibility than is possible with traditional age grouping. Age appropriate play-based pedagogy is embedded in every Early Years classroom. The Australian Curriculum is delivered as intellectual, rigorous, transdisciplinary learning, preparing students for the 21st century. Chevallum State School's Responsible Behaviour Plan is underpinned by the Principles of Restorative Practice. Restorative Practice encourages students to learn social and emotional skills they will use throughout their lives such as: active listening, problem-solving, expressing emotion appropriately, developing personal awareness, empathy and taking responsibility. Our school follows the four Cs in our code of behaviour – Care for ourselves, Care for others, Care for our learning and Care for our environment. On 23rd September, 1921 Chevallum School, a one teacher school, was officially opened by Mr. J. Huxham, Minister for Public Instruction. With growing numbers the school was relocated to the current site in 1987. From small beginnings in 1921 Chevallum State School has grown to be a leading light in distinctive educational practices.

# Principal's Foreword

## Introduction

2017 was another year of growth, particularly in terms of curriculum development and learning. Our 2017 enrolment remained stable at 483, representing students from Prep to Year 6. Our multi-age philosophy provided a consistent, positive direction and foundation for learning, whilst fostering our rich differentiated curriculum. Enrolments are at near capacity with an operational waiting list of parents eager to enrol their children.

2017 was the first year that our new Strategic Plan (2017-2020) was implemented. The key findings and recommendations of our School Review, conducted by the School Improvement Unit (SIU) in March 2016, have shaped our strategic direction. Our school has continued to hold firmly onto our fundamental values of inclusion, respectful relationships, empowerment, high expectations and integrity, placing a high priority on building positive, caring relationships; using research-based pedagogical practices and fostering a culture of continuous learning for all.

In 2017, Chevallum State School became part of The North Coast Region *New Pedagogies, Deep Learning* Project. *Deep Learning* develops the learning, creating and 'doing' dispositions that young people need to thrive now and in their futures. Based on inquiry, creativity and purpose, *New Pedagogies* are unleashing students' and teachers' energy and excitement in new learning partnerships. Teachers and students are collaborating to make learning highly engaging and steeped in real-life problem solving. The *New Pedagogies, Deep Learning* Project has built upon the rich, rigorous work of our teachers in play-based learning in the Early Years and project-based learning in the middle and upper phases of our school.

In 2017, Chevallum State School's Explicit Improvement Agenda had a sharp and narrow focus on Numeracy. Our improvement strategies, linked to the school's Annual Improvement Plan (AIP) included creating consistent school-wide instructional strategies, authentic assessment and feedback systems. Student Attendance was also a 2017 AIP focus. Subsequently the role of our seeing the continuation of our Student Engagement Officer was continued and same day absence software, ID: ATTEND was installed in our school. Everyday does count – regular school attendance rose in 2017 directly impacting student learning outcomes.

Our School Financial Audit, conducted by DET Internal Audit Branch in March 2017, provided an overall sound audit rating. This assessment indicates that the effectiveness and efficiency of operations, proper supervision and compliance with policies and procedures in all school operations is to standard.

Chevallum State School continued the implementation of our Instructional Leadership Model based on Dr Robert Marzano's researched-based pedagogical framework, the *Art and Science of Teaching* (ASoT). However, in 2017 our school introduced the new ASoT pedagogical framework. The new framework shifts the focus onto the desired effects on student learning within the classroom including metacognition, engagement and deep learning skills, whilst still focussing a lens over instructional strategies and pedagogies for teachers. Our Instructional Leadership model is a systematic way in which our school continues to build teacher capability which is central to the delivery of high quality curriculum and improved student learning outcomes (i.e. learners empowering learners).

Our Instructional Leadership model in 2017 continued to strengthen with the reviewing and sharpening of the formal implementation of *Professional Learning Teams* (PLTs) across the lower, middle and upper learning phases of learning. These professional collaborative teams inform targeted teaching and learning by transforming curriculum, assessment and instruction in each classroom through regular data inquiry cycles.

The following report for 2017 highlights some of the school's significant outcomes for the year.

*Linda Short*  
Principal



## School Progress towards its goals in 2017

<b>Goals</b>	<b>Strategies</b>	<b>Progress</b>
<p><b>Successful Learners</b></p> <p><i>Implementation of Australian Curriculum</i></p> <p><i>Key literacy and numeracy strategies</i></p> <p><i>Differentiation strategies</i></p> <p><i>Data inquiry cycles</i></p>	<p><b><u>Australian Curriculum Priorities</u></b></p> <ul style="list-style-type: none"> <li>Familiarisation of the <i>Humanities and Social Sciences</i> (HaSS) curriculum area (planning, assessment and reporting)</li> <li>Refocus of the General Capabilities and Cross Curriculum Priorities within unit planning. (i.e. conceptual threads to ensure authentic, purposeful, inquiry-based learning)</li> <li>Maintain <i>Vertical Learning Teams</i> for each key learning area – English, Mathematics, Science, Humanities and Social Sciences, Technologies, The Arts, Languages, Health and Physical Education to set and review 2017 priorities and resourcing.</li> </ul> <p><b><u>Literacy Priority:</u></b></p> <ul style="list-style-type: none"> <li>Balanced whole school reading and writing programs</li> <li>Sustain our shared understanding and pedagogical practice of reading and writing through identified models</li> <li>Implementation of a whole school 3 tiered learning support model with a strong focus in Early Years oracy</li> <li>Master Teacher, LS:LaN and English and Mathematics key teachers to provide ongoing PD and support for teachers and teacher aides</li> <li>Ensure a range and balance of assessment tools are being used (diagnostic, formative and summative) to support quality teaching and reporting.</li> </ul> <p><b><u>Numeracy Priority</u></b></p> <ul style="list-style-type: none"> <li>Reprioritise inquiry-based assessment and facilitated moderation across phases (Prep-Year 6)</li> <li>Build teacher capacity to remediate key misconceptions through Mathematics PLTs, moderation and ASOT Instructional rounds</li> <li>Continue NCR Numeracy Project and 10 minute Maths warm-ups</li> </ul> <p><b><u>Differentiation Priority</u></b></p> <ul style="list-style-type: none"> <li>Implement strategies and programs to cater for the ability levels and optimal learning for all students</li> <li>Embed differentiation strategies across all year levels enhanced by the refocus of the General Capabilities and Cross Curriculum Priorities</li> </ul> <p><b><u>Moderation</u></b></p> <ul style="list-style-type: none"> <li>Continue to implement facilitated moderation processes across all key learning areas</li> </ul> <p><b><u>Professional Learning Teams</u></b></p> <ul style="list-style-type: none"> <li>Formal implementation of PLTs across learning phases to establish regular data inquiry to improve outcomes through curriculum, assessment and instructional strategies</li> </ul> <p><b><u>NAPLAN Strategy</u></b></p> <ul style="list-style-type: none"> <li>Develop a NAPLAN action plan strategy with a focus on Writing, Spelling and Numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>Australian Curriculum - General Capabilities and Cross Curricular Priorities implemented into whole school planning framework 2017</li> <li>Vertical Key Learning Teams set and reviewed 2017 priorities.</li> <li><i>Investing for Success</i> (I4S) 2017 agreement implemented</li> <li>2017 Model provided intervention support to students at 3 different levels of need in response to individual data. viz. established and implemented</li> <li>Implemented</li> <li>Implemented</li> <li>Implemented</li> <li>2017 endorsed Individual Curriculum Plans (I.C.Ps) implemented</li> <li>2017 <i>Whole Phase Unit planning with a conceptual thread focus</i></li> <li>Implemented</li> <li>PLTs implemented in 2017 to be reviewed and refined in 2018</li> <li>Implemented</li> </ul>
<p><b>Quality Teaching</b></p> <p><i>Instructional Leadership</i></p>	<p><b><u>Professional Learning Teams</u></b></p> <ul style="list-style-type: none"> <li>Formal implementation of <i>PLTs</i> across learning phases to establish data inquiry cycles</li> <li>Collaborative whole school and learning phase planning, assessment and moderation</li> </ul> <p><b><u>ASOT Pedagogical Framework</u></b></p> <ul style="list-style-type: none"> <li>2017 ASOT focus – Learning goals/scales (Question 1)</li> <li>Instructional Rounds, formal observations and ‘Coffee Clubs’ based on ASOT Question 1 to build staff capacity through professional feedback and deprivatised practice</li> </ul>	<ul style="list-style-type: none"> <li>PLTs implemented in 2017 to be reviewed and refined in 2018</li> <li>Implemented</li> <li>Implemented</li> <li>Implemented</li> </ul>

<p><i>Professional Learning</i></p> <p><i>Coaching and mentoring</i></p>	<p><b><u>Developing Performance Framework</u></b></p> <ul style="list-style-type: none"> <li>Staff <i>Developing Performance Plans</i> (DPPs) align with AITSL: National Professional Standards for Teachers as well as alignment with 2017-2020 Strategic Plan, AIP, ASOT Pedagogical Framework</li> </ul> <p><b><u>Core Curriculum</u></b></p> <ul style="list-style-type: none"> <li>Induction of new staff - policies and procedures, multi-age, co-operative learning, inclusive education and Restorative Practices</li> <li>Continue to adjust and refine the Chevallum State School core curriculum to meet the needs of emerging curriculum, pedagogies and technologies and system priorities. (2017 : <i>Creating High Performing Collaborative Teaching Teams</i> - Gavin Grift; <i>Restorative Practices (Talking Circles)</i> – Jane Langley; <i>New Pedagogies, Deep Learning</i> – Anna Antonijevic, <i>Growth Mindset</i> – James Anderson)</li> </ul> <p><b><u>Cognitive Coaching</u></b></p> <ul style="list-style-type: none"> <li>Planning and review of 2017 DPPs facilitated by a Cognitive Coach</li> <li>Establishment of peer coaching and mentoring (Cognitive Coaching model)</li> </ul>	<ul style="list-style-type: none"> <li>2017 Plan and Review DPP process completed</li> <li>Implemented</li> <li>Implemented</li> <li>Implemented</li> <li>Cognitive Coaching Model implemented in 2017 to be reviewed and refined in 2018</li> </ul>
<p><b><i>Local Decision Making</i></b></p> <p><i>Community partnerships and community collaboration</i></p>	<p><b><u>Community Partnerships</u></b></p> <ul style="list-style-type: none"> <li>Seek parent input regularly through forums, surveys, interviews</li> <li>Use multiple communication channels with parents e.g. email, SMS, telephone, web portal and letter, parent class reps.</li> <li>Promote parent participation by providing opportunities for families to observe learning and celebrate student achievement through class culminating events</li> </ul> <p><b><u>Student Attendance</u></b></p> <ul style="list-style-type: none"> <li>Improve student attendance data through family and student support personnel and programs e.g. Youth Worker, Rock and Water, Peer Mediation</li> <li>Introduction of same day absence electronic reporting ( I.e. ID:ATTEND)</li> </ul> <p><b><u>Parent Education</u></b></p> <ul style="list-style-type: none"> <li>Build parent knowledge through Parent Education programs and workshops – Literacy, Numeracy and social/emotional development</li> </ul> <p><b><u>Successful Transitions</u></b></p> <ul style="list-style-type: none"> <li>Supporting successful transitions through pre-Prep liaison and new Prep orientation programs and parent information sessions</li> </ul>	<ul style="list-style-type: none"> <li>2017 budget priorities based on parent electronic survey data</li> <li>Successful use of digital technologies in parent communication</li> <li>High parent attendance for 2017 school and classroom events</li> <li>2017 improvement in student attendance data</li> <li>2017 Quality parent education programs well attended with positive feedback</li> <li>Close liaison with Pre-Prep providers in 2017</li> <li>Well attended 2017 Prep orientation program</li> </ul>

2017 was a year for celebration, professional revitalization and community connectedness.

At the start of 2017, the hard work and dedication of our P & C fund raising efforts, supported by our very active parent community, brought to fruition the installation of air conditioning to every classroom. The positive impact on learning, particularly in the very hot start to the school year, was quite significant. The cooler classrooms ensured that active learning was able to be continued right through the school day.

Our 31st Strawbfest was another huge success in terms of fundraising for enhancing our educational outcomes at Chevallum State School as well as bringing together the wider community. Strawbfest is now a well established annual event on the Sunshine Coast community calendar. What a splendid night! The weather was perfect, the atmosphere carnival-like and the crowd buzzing. It is beyond miraculous that such a small community can stage such a quality event. The dedication of the Chevallum school community makes this event the success it is and a special mention must be made of our local strawberry farmers and community partners, the Twists, our local neighbours and businesses for their very generous support. Another success story from the night was the “Greening the Red” Grant from the Sunshine Coast Council. The grant contributed to saving over half our waste from the event going to landfill this year, instead either being recycled or composted.



All staff had access to and support from their colleagues creating a professional learning community that is valued by all.

2017 started with a professional learning day on *Professional Learning Communities at Work* presented by Gavin Grift from *Solution Tree Australia* and Ingrid Lang, a visiting Victorian Principal working in this space. These learnings created a deeper understanding of the characteristics, processes and actions required to establish and maintain an effective *Professional Learning Community*. A PLC is able to transform major aspects of teaching and learning through collaborative teams. It was also the opportunity for the whole teaching staff to commit to a collective responsibility of improving student learning through our PLC.

2017 also saw the continuation of a Student Engagement Officer role through the use of *School Support* funding to enable a flexible staffing model. This new role boosted the pastoral care across all sectors of our school with a particular emphasis on improving student outcomes through tailored social/emotional programs and targeted use of resources.

Another aspect of the Chevallum professional learning community is the Pre-Service Teacher Education program. A high level of commitment is evident with over 10 Pre-Service students from 4 Australian Universities completing practicums and internships in our school. Once again Chevallum participated in the International pre-service programs involving the SUNY-Cortland program where 2 pre-service teachers from New York completed 10 week practicums – one in special education.

A high level of engagement in professional learning was evidenced. Major focuses included -

On our Summer Pupil Free days, Gavin Gift presented *Professional Learning Communities at Work*, a whole day workshop, attended by our whole teaching staff. Our school gained invaluable insight into a whole school approach to *Professional Learning Teams (PLTs)* through an open forum with Victorian Principal, Ingrid Lang. Chevallum SS continued to develop our collaborative culture over 2017 by reviewing the processes and tasks in which high performing teams engage.

A practical half-day PDF workshop for teachers and teacher aides was presented by Jane Langley on *Circle Time*. *Circle Time* is a process to build community and explicitly teach social skills, which is aligned with our *Restorative Practices* approach to our behaviour support.

2017 was Chevallum State School's introduction to a *North Coast Region* professional learning project called *New Pedagogies, Deep Learning*. (NPDL) Our school has become part of the Sunshine Coast NPDL Cluster. A team of Chevallum lead teachers attended regular cluster meetings to identify and establish a schedule to collaboratively learn about the NPDL Framework and plan how this may support deeper learning in our school context leading to across school planning, assessment and moderation.

ASoT (*Art and Science of Teaching*) was another major PD focus. School time was dedicated to provide sessions for staff on this important pedagogical journey.

In Mathematics, major professional learning activities involved all teachers focussing on development of number concepts, problem solving and reasoning supported by our *Regional Support – Head of Department Mathematics*, Steve Redshaw. 2017 saw the establishment of our Mathematics *PLT*. This team, made up of our *Master Teacher* and experienced teachers from each learning phase, has been instrumental in leading our school's *Explicit Improvement Agenda* in mathematics including work on planning, instructional strategies authentic assessment and feedback systems.



The early childhood staff continued to develop and implement the Prep year and Early Years curriculum. This combined with further professional development in early childhood philosophy, brought about the embedding of "Thinking Play" into the Prep/1 classrooms forming an exciting educational start to all our new students in our Prep/Year 1 classrooms. Chevallum State School also opted into the *Age Appropriate Pedagogies (APP)* project where teachers are supported to use their knowledge of children's interests, strengths and capabilities to identify the most effective way to implement the Australian Curriculum and to maximise their engagement.

WHS training continued to be a high priority e.g. 95% of all staff hold a current first aid certificate

Investing for Success (I4S) was a major funding initiative of the government. The school received - \$152 680 for 2017. Evidence-based strategies were developed to respond to the needs of students and deliver improved outcomes. Our strategy included:-

- Integrating the school's current professional learning framework being cognizant of ASOT pedagogical framework, phase team structures and *Early Years'* philosophy into a model that focuses on implementation of the schools quality literacy and numeracy plan with an emphasis on differentiation and responsive intervention.
- Intervention strategies and programs to support 3 different levels of need in response to individual achievement and diagnostic data via. (1) whole school explicit teaching for all students- core program; (2) small group supplementary teaching (3 )intensive teaching in critical areas
- In depth focus on Oral language with development of further intensive intervention programs, particularly in early years
- Monitoring and researching programs to determine appropriate target groups and effectiveness of tailoring individual programs
- Provision of appropriate resources including HR to implement the above.
- Provision of school-based Professional Learning for teachers, teacher aides and parents to support implemented programs and strategies both at home and school.

One of the great benefits for the students in 2017 was the continued employment of a school youth worker. The benefits have been considerable. Community Choir, *Rock and Water* workshops and peer mentoring programs as well as, the pastoral care, are just some of the strategies implemented. All students have access to at least one of the school youth worker programs. What was even more exciting was the decision by the State Government to continue to fund this program beyond 2015 after it initially announced the Youth Worker Program would cease at the end of 2015. The state government now has committed to continue to fund schools with existing Youth Workers to the end of 2018.

There is a high level of parent involvement at Chevallum State School which is valued by staff, students and parents. The Stephanie Alexander Kitchen/Garden project was once again an outstanding success in terms of community involvement, sustainable practices and student life-long learning. Our Parent Education was provided in a systematic, responsive way with programs addressing a range of content including curriculum information as well as topics of parent interest. 2017 parent workshop topics included literacy, numeracy and emotional resilience.

Another success is our Arts program. In the Music program, because of parent support, a substantial increase in the budget was expended on Music. Three of our senior students were chosen to attend the advanced music camp at Mapleton, a regional initiative that allows students with advanced skills to perform and learn alongside their music peers. During the year our students were involved in many successful public performances and concerts including Nambour Eisteddfod, Chevallum Music Concerts – Strings, Recorder and Combined, and the Brisbane Shakespeare Festival. (Over 250 students participated in the 3 School concerts and performances).



Every year we celebrate our music successes and this year a 1<sup>st</sup> and 3<sup>rd</sup> in the Solo Recorder section and a Highly Commended result in Solo Strings at the Music Eisteddfod were highlights. Participation in instrumental music remained at a high level. One of the factors which influenced this great outcome has been the continued success of the *Smart Strings* program. The *Smart Strings* program (funded by the school) affords all Year 3 students the opportunity to learn to play violin so that they can then make an informed choice about entering the instrumental music program in Year 4.

Literacy results continue to be a cause for celebration. This was particularly evidenced in our success in the Readers Cup Challenge. There has been a proud tradition of participation at Chevallum S.S. in the Readers Cup, which is run annually by the Queensland branch of the *Children's Book Council of Australia* (CBCA) involving state and private school students from across Queensland. Chevallum has been the Sunshine Coast Regional Readers Cup Champions in 2008, 2009, 2010, 2011, 2014, 2015 and 2016. We won the state final in 2011 and have been state runners up for three years.

Sustainability at Chevallum is embedded in our curriculum and our community programs. Alignment of the KLA's school assessment tasks, specific classroom activities and the Stephanie Alexander Garden /Kitchen program is evident. The student kitchen and garden program inspires life-long learning of healthy eating and sustainable living. Our values relating to sustainability are also reflected in our Chevallum Café (tuckshop) with 90% of all items on the menu produced from base ingredients.

As a living example of the school's commitment to sustainability, Chevallum senior students facilitated the STARS recycling program across the school. Our school is on a journey to become more sustainable. We want to reduce our waste and improve our waste management systems. The STARS Program (Strategies Towards Active Resource Sustainability) is a program that engages students to implement more sustainable waste practices, change the school's culture to become more resourceful and create disposal and recycling systems that are 'best practice'. Our school partners with the Sunshine Coast Council and has become a leader in sustainability for the Coast community.



In both music and sports, community groups that include a majority of Chevallum State School students continue to flourish. The Early Act group and the Chevallum Netball Club. In sports, Chevallum experienced many successes including regional representation in cross country, swimming, athletics, basketball and touch football. To expand the fun and participation level in sports our students in 2017 participated in the Swim program (Year 2-4), the Surf program (Year 5-6), Footsteps Dance program (Prep-Year 4), Australian Rules Football Youth Cup (Year 4-6 girls), Interschool Sport Nambour Cluster (Year 5-6) and The Billy Moore and Moses Mbye Shields Rugby League Tournament (Year 5-6). To boost student interests in physical fitness the school hosted many outside sporting groups who ran workshops and coaching clinics including Brisbane Roar Soccer, Academy of Sport, Auskick AFL, Badminton Sport Development Officer and Cricket's Brisbane Heat.



In facilities, major works development occurred including removal and replacement of front boundary fencing, and air conditioning so children's classrooms can be at a temperature that is conducive to learning.

An enrolment management plan which ensures that we do not exceed our 497 student enrolment has been maintained for 2017. Our stability of student numbers across year levels has allowed forward planning for 2017-18 in teaching staff allocation and class configurations.

### **In Summary ....What a Great Year!**

It's been a record year for awards and public recognition of the great work being done at Chevallum by staff, volunteers and students. To recap in no particular order—

- P&C raising funds to air condition every learning space including our library
- Chevallum State School Presented a workshop, *A Whole School Approach to NPDL*, at the North Coast Regional Indeeper Conference
- One of our experienced Early Years Teachers, Michelle Scheu was invited to present at an International Professional Conference in Florida USA. Michelle presented a workshop to highlight a pedagogy for enhancing children's thinking and intellectual engagement in the early years.
- Year 5 and 6, Excursion to the national capital, Canberra, provided a deeper understanding of Australian identity and fostered national pride within our older students
- Chevallum End of Year Music Concert featuring Smart Strings, Chevallum Community Choir, String Ensemble and Instrumental Band
- Class Culminating Events celebrating student learning through community partnerships included Slow Food Fest, Environmental Expo, Health Awareness Expo, World Travel Expo and Robotics Fair
- Past student successes are celebrated each year. Once again an ex-Chevallum student, was elected to a school leadership position this time as one of Nambour Christian College's School Captains. Many students from a wide cross section of schools feature in award ceremonies which we publish each year and congratulate all students.
- District and Regional representations in Cross Country, Swimming, Basketball and Touch Football
- Chevallum Science Week and Book Week celebrations - workshops, parades, incursions, competitions
- Whole School Maths Fiesta celebrating numeracy and mathematics through fun, hands-on, open-ended investigations highlighting critical and creative thinking
- MLTAQ Speech Contest in Italian Section – two Year 4 students were Highly Commended
- Our Environmental Leaders excelled in their commitment to sustainable practices within and beyond the wider school community. Highlights were participating in the *Schools Beach Clean-up* initiative, *Palmwoods Spring Harvest Long Table Event* and the *Sunshine Coast Kids In Action Program*.

# 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 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	468	225	243	16	93%
<b>2016</b>	469	223	246	15	94%
<b>2017</b>	478	228	250	17	95%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Chevallum State School is a co-educational school of 490 students from Prep to Year 6. It is the only community building in Chevallum and its multi-age philosophy and practices attracts families from all parts of the Sunshine Coast. 93% of the student population do not live in the school catchment area and most travel past at least 2 schools to attend Chevallum. Chevallum is focused on developing a community of learners.

*In our caring, inclusive climate children take responsibility for their own learning and become autonomous learners. In the cooperative, family grouped classrooms, continuity facilitates an individualised, child-centred approach, making learning an enjoyable experience to be shared. All members of the community are actively involved. We aim to develop balanced individuals who can operate as an integral part of the community, having respect for and understanding of individual and cultural difference.*

In our multi-age co-operative classrooms, the average class size is 22 in Prep-Year 6. Chevallum is a strawberry growing area; the school is the only public building in Chevallum. In the last two years, 2016-2017 there has been an increase in demand for enrolment places across the school and the need to create a waiting list system, particularly in the Prep year level. It is anticipated that this demand will continue. This prediction is based on the number of Prep enrolments on waiting lists for the period from 2017-2021. The school does very little advertising in the media so the parents find out about the school from others or our website. They come because of the way in which we implement our philosophy of catering for the individual learning needs of our children in a multi-age structure.

Diversity is valued in all classrooms and throughout the school. Our school's inclusion practices means that we attract students at various developmental stages. We have a very successful Special Education Program (SEP) which supports 11% of our students. All our SEP students are fully included in our classrooms. Our students also represent a diverse number of nationalities, including Italian, Japanese, Spanish, South African and Filipino. 3% of our students are indigenous.



Our multi-age practices foster leadership skills in all students. This year our successful Year 6 leadership program was extended to include Year 5 students in Term 4. This leadership program sees all students in a role. From ambassadors to sports, environmental and cultural captains, Early Act office bearers, library leaders and peer mediators, there are many leadership opportunities for every child, enabling them to maximise their individual skills and talents. The effect of these leadership opportunities can be seen in the number of School Captains our small cohort of exiting students produces in high schools across the Sunshine Coast. Every year for the last 20 years there has been at least 1 high school captain in a state or private school who graduated from Chevallum.



## Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	22
Year 4 – Year 6	24	25	22
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our distinctive curriculum offerings -

- Curriculum is defined as all the experiences a child has at school. This includes the formal and the hidden curriculum. Chevallum School community understands that our learning outcomes are dependent upon the successful integration of our values and beliefs with best practice in learning and teaching.
- Our emphasis on catering for individual learning needs means that children are offered individual and developmentally appropriate programs in Literacy and Numeracy.
- All learning and teaching occurs within a multi-age context with the focus being on developing deep learning capabilities including creativity, communication, critical thinking, character, collaboration and citizenship.
- Our values and beliefs are an integral component of our school curriculum planning.
- Inclusive curriculum practices reflect our values and beliefs.
- Distinctive curriculum offerings include:
  - Futures orientated curriculum – *New Pedagogies Deep Learning Project*
  - Inquiry-based learning
  - Cooperative learning strategies
  - Habits of Mind
  - Restorative Practices
  - Early Childhood Practice influenced by the Reggio Emilia philosophy, Play-based learning and Age Appropriate Pedagogies
  - LOTE Italian – Prep-Year 6
  - Learning support programs
  - Student leadership programs
  - Student well-being programs – Rock and Water, student leadership programs, Youth Worker programs
  - Sports and physical fitness programs – perceptual motor program, class Physical Education Program and Sporting program
  - The Arts with a major focus on Music
  - Sustainability programs – STARS, Stephanie Alexander Kitchen/Garden Program (Year 4-6)
  - ICTs an integral part of our curriculum



## Co-curricular Activities

One of this year's extra curricula highlights was the Year 5 and 6 Canberra Excursion in July. Students had a very rewarding educational and social experience. The excursion provided students with a deeper understanding of how Australia is governed; how laws are made; our electoral processes and rights; our Australian identity, history and heritage.

National Science Week – Future Earth was acknowledged and celebrated at Chevallum State School as a school-based weeklong series of events from Prep to Year 6. This science extravaganza was supported by our parent body who shared their knowledge and expertise during science investigations and activities. One of the highlights was the BIG BANG SCIENCE show and workshop. The Chevallum Science Week culminated with a whole school Science Day on the final day where students were engaged in hands-on activities encouraging them to take an interest in science pursuits and become fascinated by the world in which we live.

Italian Day is an event (Prep-Year 6) that celebrates all things Italian through hands-on cultural activities. A day of cultural celebration and immersion.

Another significant extra-curricular event was the Early Act Club with the support of the school community, raising funds for Story Dogs, a community based volunteer program designed to support reading skills in young children.

<p><i>Community Service Clubs</i></p> <ul style="list-style-type: none"> <li>• Early Act               <ul style="list-style-type: none"> <li>✓ Rotary State Conference</li> <li>✓ Leukaemia Foundation - Free Dress PJ Day</li> <li>✓ Kwaya (African) and Story Dogs - School Disco</li> <li>✓ Daniel Morecombe Foundation - Walk for Daniel</li> <li>✓ Smile Vanuatu Oral Hygiene - tooth brush drive</li> </ul> </li> </ul> <p><i>Competitions</i></p> <ul style="list-style-type: none"> <li>• Readers Cup               <ul style="list-style-type: none"> <li>✓ Sunshine Coast Regional Yr. 6</li> </ul> </li> <li>• MLTAQ Speech Contest in Italian Section</li> </ul> <p><i>Leadership</i></p> <ul style="list-style-type: none"> <li>• Early Act</li> <li>• Rock and Water</li> <li>• Peer Leaders</li> <li>• High School Transition Days</li> <li>• Leadership Programs               <ul style="list-style-type: none"> <li>· Year 6 Leadership Camp</li> <li>· Year 5 leadership Day</li> </ul> </li> <li>• Year 6 leadership               <ul style="list-style-type: none"> <li>· Ambassadors</li> <li>· Cultural Leaders</li> <li>· Sports Leaders</li> <li>· Environmental Leaders</li> <li>· Library Leaders</li> </ul> </li> </ul> <p><i>The Arts</i></p> <ul style="list-style-type: none"> <li>• Advanced Music Camp</li> <li>• Chevallum Choirs – Junior and senior</li> <li>• Recorder band</li> <li>• School Music Concerts</li> <li>• Nambour Eisteddfod</li> <li>• Smart Strings</li> <li>• Early Years Musical</li> </ul>	<p><i>Sport</i></p> <p><i>District and Regional</i></p> <ul style="list-style-type: none"> <li>• Cross Country</li> <li>• Athletics</li> <li>• Swimming</li> <li>• Basketball</li> </ul> <p><i>School and District</i></p> <ul style="list-style-type: none"> <li>• Volley Ball</li> <li>• Interschool Sport</li> <li>• Billy Moore Shield – Rugby league</li> <li>• Netball</li> <li>• AFL</li> <li>• Touch Football</li> <li>• Soccer</li> <li>• AFL Years 4-6 Girls Youth Cup</li> </ul> <p><i>Other school sports</i></p> <ul style="list-style-type: none"> <li>• Senior/Junior Athletics day</li> <li>• Footsteps Dance Program (Prep-Year 4)</li> <li>• Oz tag</li> <li>• Surf Program</li> <li>• Swimming Program</li> <li>• Queensland Cricket clinics</li> <li>• Running Club</li> </ul> <p><i>Other</i></p> <ul style="list-style-type: none"> <li>• Camps               <ul style="list-style-type: none"> <li>○ Year Six Leadership 2 day camp at Mudjimba</li> <li>○ Year 5 and 6 Canberra Excursion</li> <li>○ Middle school Maranatha 3 day bush camp (200 Students)</li> </ul> </li> <li>• Incursions/ Excursions</li> <li>• Harvest Stories – Community Event</li> <li>• Maths Fiesta</li> <li>• Science Week</li> <li>• Special Parades               <ul style="list-style-type: none"> <li>○ Harmony Day</li> <li>○ ANZAC Day</li> <li>○ Investiture</li> <li>○ Book Week</li> </ul> </li> </ul>
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## How Information and Communication Technologies are used to Assist Learning

Chevallum State School is committed to improving student learning outcomes through integrating ICT into the curriculum. The implementation of our Futures orientated curriculum requires the ongoing development of teacher ICT skills and transformative practice. Our professional learning is characterised by a balance of 'just-in-time' learning and planned programs that meet individual teacher's needs so that all teachers have an e-Learning vision where they reflect on their own practice, stay digitally connected and act in order to transform digital pedagogy and culture.

Student and teacher access to ICT hardware is a major priority and reflected in our budget. All co-operative classrooms have interactive whiteboards and a maximum ratio of 1:5 student /computer access. Other digital technologies such as iPads etc. are used to support learning.

Even though we believe that "Putting a mouse in a prep student's hand is just as important as putting a pencil", the focus is about how to use technology efficiently and effectively to support learning.

## Social Climate

### Overview

Our school strives to be a happy and safe place - a supportive school environment in which individual differences are acknowledged and valued, and in which each student, staff member and parent feels safe and happy.

Our inclusive curriculum and practices based on Restorative Practices support positive relationships which are an important part of our learning community. There is a focus on student self-management and personal responsibility within a flat leadership structure. Our Responsible Behaviour Plan reflects these values and practices. Specific strategies to address bullying are underpinned by proactive programs across the school such as Structured Play Program, Circle Time and the Rock and Water program. Other strategies include formal and informal Restorative Practices conferences.

Our Youth Worker, Guidance Officer and the continued role of Student Engagement Officer are an integral part of the student well-being support team offering added pastoral care.

Parents, students and staff all indicated very high levels of satisfaction with 'school climate' in the School Opinion Survey in 2017. More specifically the parents indicated that this is a good school\* (98%); Teachers at this school expect their child to do his or her best\* (97%); while students indicated that they feel their teachers provide them with useful feedback about their school work\* (99%) Teachers enjoy working at this school\* (100%).

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	96%	96%	95%
this is a good school (S2035)	98%	98%	98%
their child likes being at this school* (S2001)	99%	98%	97%
their child feels safe at this school* (S2002)	98%	98%	94%
their child's learning needs are being met at this school* (S2003)	90%	93%	90%
their child is making good progress at this school* (S2004)	91%	94%	92%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	92%	95%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school motivate their child to learn* (S2007)	93%	93%	95%
teachers at this school treat students fairly* (S2008)	94%	98%	93%
they can talk to their child's teachers about their concerns* (S2009)	98%	94%	97%
this school works with them to support their child's learning* (S2010)	92%	94%	95%
this school takes parents' opinions seriously* (S2011)	95%	97%	97%
student behaviour is well managed at this school* (S2012)	84%	93%	92%
this school looks for ways to improve* (S2013)	94%	97%	95%
this school is well maintained* (S2014)	98%	92%	98%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	100%	94%
they like being at their school* (S2036)	96%	99%	95%
they feel safe at their school* (S2037)	94%	98%	91%
their teachers motivate them to learn* (S2038)	98%	100%	97%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	97%	99%
teachers treat students fairly at their school* (S2041)	96%	97%	90%
they can talk to their teachers about their concerns* (S2042)	92%	98%	92%
their school takes students' opinions seriously* (S2043)	95%	97%	91%
student behaviour is well managed at their school* (S2044)	91%	88%	83%
their school looks for ways to improve* (S2045)	97%	100%	95%
their school is well maintained* (S2046)	97%	97%	94%
their school gives them opportunities to do interesting things* (S2047)	100%	97%	95%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	98%	96%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	98%	100%
student behaviour is well managed at their school (S2074)	86%	94%	94%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
staff are well supported at their school (S2075)	100%	94%	98%
their school takes staff opinions seriously (S2076)	98%	96%	98%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	98%	94%	98%
their school gives them opportunities to do interesting things (S2079)	98%	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.

## Parent and community engagement

There are a number of strategies used to involve parents in their child's education.

These include:

- Open Door Policy to all classrooms
- Weekly class appointment times for parents to access when required
- Parent volunteers in classrooms
- Parents and community members who provide specific expertise in school and integrated tasks
- Inclusion in decision making at various levels through:
  - ✓ Classroom Parent Representatives Forum
  - ✓ Parents and Citizens Association
  - ✓ P&C Subcommittees including Strawbfest, Café, Uniform shop, WOOSH (after school care)
  - ✓ Stephanie Alexander Kitchen/ Garden project volunteers
- Communication is also enhanced through these strategies. There are also written communication processes including school website, regular emailed school and class newsletters to parents/carers.

## Learning Opportunities for Parents/Carers

### Formal activities include:

- Literacy course (4 sessions) To date over 500 parents have completed this course. This course is presented in both day and night sessions.
- Information sessions on Supporting Student Literacy and Numeracy, Parenting, Emotional intelligence; Supporting Students with Special Needs; Role of play in learning, Assessment and Reporting practices in Early Childhood.
- Class parent nights
- Formal Parent/Teacher Interviews
- Parades

### Informal activities include:

- All end of Unit Task culminating presentations and events. There is on average 90% parent response to these presentations and class evening incursions.



## Respectful relationships programs

Chevallum State School operates under a Restorative Practices framework to attend to conflict resolution and to assist students in taking responsibility for their behaviour.

Restorative language is widely utilised. It is used in the classrooms between teaching staff and students, between students who have experienced conflict and with students to develop strategies for managing their behaviour.

Formal conferences and chats occur following identified incidents. Students who have experienced an incident during their play break may be referred to a Reflection Meeting. These meetings are an opportunity for students to identify the harm that has been caused and work towards repairing the harm collaboratively. Teaching staff may also be involved in these conferences if the incident has directly or indirectly affected them.

Students work with Restorative Staff to decide on what they can actively do to repair the harm that has been caused. This may involve a period of Supervised Play (spending their break times participating in an activity that has a teacher supervising), Community Service or a specialised Play Plan.

Data collection from incidents that occur over the school term is integral in the design of duty rosters to respond to emerging trends. This data also assists in identifying training requirements for staff and parents in line with our school-wide Restorative Practice philosophy.

The school has developed and implemented tailored social/emotional programs that focus on appropriate, respectful and healthy relationships including Circle Time, Rock and Water and Peer Mentoring. These programs promote self-awareness and personal growth enabling students to be assertive yet respectful community members.

## 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	2015	2016	2017
Short Suspensions – 1 to 10 days	10	11	4
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Sustainability is a significant part of our whole school culture and we will continue to explore ways to extend and embed the school's Sustainability Program. We see as our responsibility, to not only engage our students and community in sustainable practices, but to share our successes with other schools. We will continue to work with the QLD and Sunshine Coast Environmental Council, QESSI and QLD Government Climate Smart program.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	121,594	
2015-2016	115,245	
2016-2017	125,448	

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

School name

Suburb, town or postcode

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	40	24	<5
Full-time Equivalent	33	15	<5

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	4
Bachelor degree	29
Diploma	2
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 2017 were \$51 731

#### The major professional development initiatives are as follows:

The major professional development focus for staff was the ongoing implementation of ASOT (Art and Science of Teaching). All staff were involved in over 40 hours per teacher of out of school time and over 30 hours in school time with coaching and lesson observations. Other major professional development initiatives are as follows:

- Art and Science of Teaching
- Cognitive Coaching
- Restorative Practices
- Deep Thinking, Deep Learning - differentiated teaching and learning practices
- Early Childhood workshops and conferences
- Oral language in the Early Years
- Mathematics – problem solving and reasoning
- Literacy workshops and conferences
- Workplace Health and Safety training
- Special Education workshops and conferences
- How to develop Growth Mindset in your classroom
- Non-Violent Crisis Intervention Training
- Mental Health and wellbeing conferences and workshops
- Leadership and Professional Issues symposiums and workshops
- First Aid – CPR

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

# 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	93%	93%

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

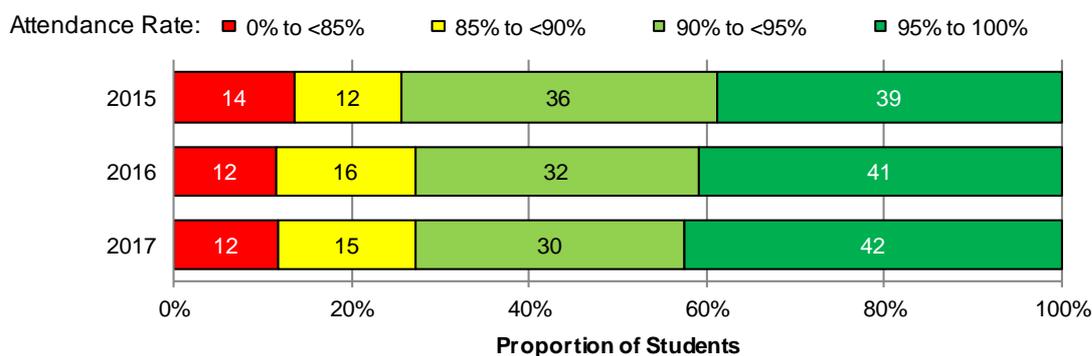
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	89%	92%	92%	93%	92%	95%	91%						
2016	91%	91%	92%	92%	93%	92%	94%						
2017	91%	92%	92%	93%	94%	93%	92%	DW					

\*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 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.

Chevallum State School activates the policy guidelines contained in "Guidelines: Truancy, School Refusal, & Unexplained Absence."

In summary our school student attendance is checked twice a day and recorded in electronic class rolls. These rolls are checked by an Administration Officer every 3 days for appropriate electronic recording, reporting and follow up.

Students who are absent for three consecutive days without explanation are issued with a letter for parents/caregivers. Continued absences are followed up by phone contact by a member of the Administration Team. If there is an ongoing issue, the school's Guidance Officer will work with the family.

In alignment with Queensland Department of Education mandated same day student absence reporting, Chevallum State School introduced IDATTEND at the beginning of the 2017 school year. IDATTEND is a computer software program designed specifically for tracking and reporting student attendance at schools. Parents will receive SMS or emails for students who are absent or late to school without a parent explanation. This department initiative is to further ensure the safety and wellbeing of the students in our care.

### Key Strategies to increase Attendance

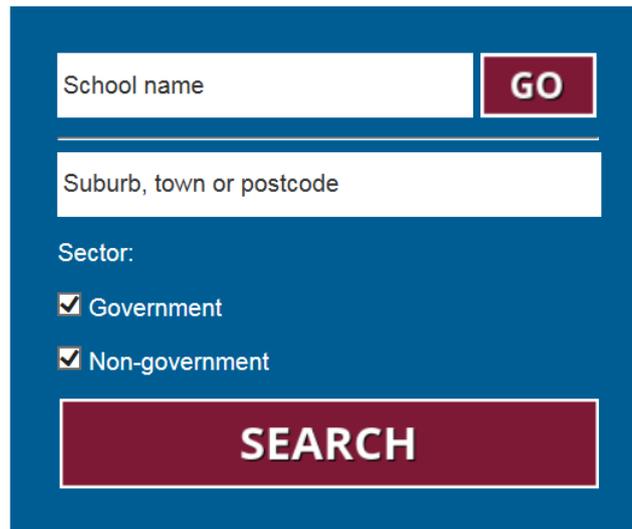
- Cooperative, multi-age classrooms develop mutually respectful relationships over a 2-3 year time span
- Structured play-time activities and clubs to foster inclusion and strengthen social links between students and staff including Reading, Chess, Computer Coding, Soccer, Oztag, Early Act (fundraising/ Citizenship) and Art Clubs.
- Tailored Social/Emotional programs to build resilience, self-awareness and self-confidence including Rock and Water and Peer Mentoring
- The Chevallum Community Choir directed by our Youth Worker offers students the opportunity to participate within a collaborative group providing a sense of belonging and collective purpose.
- One-to-one and small group Intensive Behavior Support with specialized staff (Youth Worker, Guidance Officer, Student Engagement Officer and SEP teachers/teacher aides)
- Family/school partnerships and support are fostered through open communication and parent education programs

## 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.

### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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 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.