

Proston State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

The small rural town of Proston is situated approximately 60 kilometres from Kingaroy. Proston State School caters for students residing in the town itself and surrounding farming and grazing areas. We cater for a diverse range of students from Prep to Year 10 and our motto is to 'Strive to Excel' - whether it is in the classroom, on the sporting field or in our community. Our curriculum has a strong focus on literacy and numeracy, whilst still maintaining the integrity of each of the Key Learning Areas including Science, the Arts, Industrial Design Technology, Business Studies, Home Economics and Studies of Society and Environment. For our students in Prep to Year 6, there is a balance between focused instruction and learning within integrated contexts such as our Stephanie Alexander Kitchen Garden Project. Students in Years 7 to 9 participate in a secondary program with an emphasis on developing the necessary literacy and numeracy skills to meet the demands of each subject area. In Year 10, the curriculum is structured to assist students in making the transition to the Senior Phase of Learning. Year 10 students may elect to undertake vocational training in Rural Studies or Manufacturing/Textiles as part of their course. Our school is a registered stud, 'Dangora Gully', and we have recently introduced a breeding program for Limosin cattle. Many of our students participate in Cattle Club, showing cattle at the surrounding agricultural shows. Our Rural program is strongly supported by local farmers and breeders and it is through their support and encouragement that we have been so successful. Our school has a range of facilities including swimming pool, tennis courts, netball courts, a range of exercise and play equipment and extensive ovals for sporting events. We also have a ratio of 1:4 computers to students allowing for the integration of Information and Communication Technologies into all aspects of learning. At Proston SS, we aim to achieve the best educational outcomes for every student through: promoting a culture of achievement; ensuring a safe and supportive environment; facilitating student independence; and providing a curriculum that is relevant, engaging and inclusive.

Principal's Foreward

Introduction

School Progress towards its goals in 2016

The school priorities for 2016 were centred on an improvement in student achievement in literacy, numeracy and all other Key Learning Areas. The teaching team worked on creating a culture of consistent expectations and embedding practices to support the improvement of educational outcomes for all students. There was also a specific focus on the improvement of reading outcomes for all students with the introduction of the early intervention reading program, Levelled Literacy Intervention (LLI), the continued work with the Cars and Stars comprehension programs and Words Their Way spelling programs.

An over view of our key priorities include:

Continue to improve student achievement in Literacy, Numeracy and other Key Learning Areas through:

- The development of a culture of consistent expectations across the school;
- Developing a more sophisticated understanding of the use of data and how it can inform the strategic direction of instruction;
- Embedding practices to support Improvements to outcomes for all students;
- Actively leading 'Closing the Gap' initiatives;
- Implementing a whole school reading plan;
- Implement Words Their Way as part of an updated whole school reading program.

Deliver High Quality Curriculum, Teaching and Learning through:

- Embedding a process to develop a culture of coaching and feedback across the school;
- Introducing a whole school curriculum and assessment plan
- Revision of the Pedagogical Framework
- Ensuring that differentiation is a feature of every teacher's classroom practice.

Improve School, Parent and Community Partnership through

- Improving communication between home, school and the broader community;
- Developing productive partnerships;
- Implement 'flyer start' reforms;
- Introducing pedagogy and curriculum news into the newsletter;
- Promoting academic rigour through the promotion of student's success in the newsletter and on parade;
- Maintaining and further develop community and industry links with rural studies program.

Implement and monitor a safe environment for all students and staff through:

- Reviewing the Responsible Behaviour Plan annually to ensure currency;
- Continually to progress and review action plan for PBL;
- Implementation of a Learning and Wellbeing framework;
- Developing an emergency and facility management plan.

Future Outlook

2017 School Improvement Priorities

Proston State School P – 10 has a sharp and narrow focus on reading, explicit instruction and student and community engagement.

Explicit Instruction

In 2017, teachers and teacher aides will continue to develop their Explicit Instruction pedagogy skills through observation and feedback cycles. They will be encompassing the 16 Elements of Explicit Instruction as outline by Hughes and Archer. Teachers will continue to use these elements as a base for their observations of other teachers and teacher aides will also observe and feedback to teachers and other aides.

Reading

The improvement in reading achievement levels in students at Proston State School has been on the improvement agenda for quite some time. In 2017, we will be formulating a Whole School reading Improvement plan that focuses on the fundamental skills of reading which include oral language, phonics and phonemic awareness, vocabulary, comprehension and guided and shared reading. This plan will start with the primary classes and then into the secondary classes. All teaching staff and leadership team members will be undertaking intensive Teaching of Reading professional development and then the new knowledge gained through the professional learning will form the base the a new Reading Improvement Plan ready for implementation in 2018. This plan will also incorporate the literacy continuum and will eventually lead to whole school mapping of students data across the literacy continuum.

Student and Community Engagement

In 2017, students in year 7 to 10 will partake in specific well-being lessons targeted at their age and gender. These programs are called Man V World and Women V World. The secondary timetable will also change to allow for more time spent on elective subjects. The change has been made to enhance the engagement levels secondary students. The general school population will continue to utilise the Learning Curve diary program as a source of well-being lessons. 2017 will also see a change to our chaplaincy service with a focus on the well-being needs of secondary students. The school's PBL processes will also be revised and adapted to meet the changing need of our student body with more attention and incentives being paid to students who are doing the right thing and following the school rules. Teachers will also be trained on the use of Essential Skills to Behaviour Management (ESCMs) to assist in a consistent approach to managing and minimise undesirable behaviours in the classroom.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Pre Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	102	49	53	20	81%
2015*	113	58	55	18	84%
2016	98	36	62	16	82%

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 4 students enrolled in a the Proston State School eKindy POD.

** 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

Proston P – 10 State School presently has a range of composite classes in the Primary Sector – Kindy, Prep/Year 1, Year 1/2, Year 3/4 and Year 5/6. Our Year 7 (Junior Secondary) class is included in our Secondary Department and students remain at the school until the completion of Year 10. Students then move onto a Secondary School of their choice. Due to our small class sizes our teaching staff is able to devote more time to the individual needs of our students.

The majority of our students are from a rural and/or a low socio-economic background. A small percentage of students reside in the town itself and a large proportion of our students reside on properties ranging from approximately 5 acres to very large grazing properties.

Family occupations range from owning and operating farming and grazing properties, small business operators and trades as well as a range of laboring work in the surrounding districts. A large proportion of families within the school community are welfare dependent due to the limitations of travel services and availability of local work.

There has been a traditionally high level of transience that is attributed to these factors and this has impacted on our enrolment continuity. However, this is improving over time.

Most students walk, ride or catch a bus to school and a small proportion of students travel by car from surrounding areas.

Students with special needs are integrated into mainstream classes and receive assistance from our Inclusion Teacher/Support Teacher: Literacy and Numeracy.

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	18	21	20
Year 4 – Year 7	15	13	17
Year 8 – Year 10	8	9	9
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

Co-curricular Activities

Primary Students:

Stephanie Alexander Kitchen Garden Program – Students in Years 3 to 7 are engaged in growing a range of fruit and vegetables and preparing meals from the produce harvested in the garden. Students in Prep to Year 2 also participate in some kitchen and garden activities.

Secondary Students:

- **Rural Studies Program Beef Production and Agriculture** - The school breeds Limousin Cattle and is supported by a number of primary producers and agribusinesses from the surrounding area. A range of learning experiences are provided to students to develop their understanding of beef production, small cropping, fencing and yard maintenance. The program has undergone extensive review in consultation with parents, teachers and local supporters. A new program outline has been developed based on the recommendations from this process and we have placed a stronger focus on literacy and numeracy skills to ensure students develop the skills required to enter the industry workforce.
- **TAFE – Cert. II in Rural Operations** – In 2016, year 9 and 10 students had the opportunity to complete a Cert. II in Rural Operations through TAFE South-West. This course runs over a 2 year period with students starting the course in year 9 and completing it in year 10. Once completed they receive 4 credit points towards their QCE.
- **Show Team** – Some Rural Studies students participate in our Show Team Program. Students take our school cattle to a number of local area shows and have opportunities to participate in such activities as junior cattle judging, preparation of cattle for showing and sales as well as cattle handling skill development.

All Students:

We provide a variety of lunchtime activities such as woodshop for all ages, Lego Club, Show Team, Drama Club, Art Club and lunchtime intramural soccer leagues.

How Information and Communication Technologies are used to assist learning

The school has made progress towards the upgrade of our ICT facilities and we now have wireless technology in every learning area throughout the school, each teaching and learning space is equipped with an Interactive Whiteboard including the school library and the student services department.

The National Secondary School Computer Fund has enabled us to provide laptops for all students in Year 9 and 10 students and we have added to this fleet to allow all of our secondary students to have access to a laptop during school hours and a take home loan program.

The school has 25 iPads for use with Students with Disabilities and use in classrooms throughout the school. School staff have been provided with training to ensure they are able to utilize these devices for the benefit of individual learning.

Each primary classroom is equipped with an AppleTV to assist the teacher in stimulating active classroom participation using iDevices.

In 2016 we:

- Distributed more computers equitably across the early years and primary classrooms
- Developed the IT competencies of all staff to ensure the most effective use of iPads, Interactive Whiteboards and student laptops
- Began replacing our IWDs with more advanced devices to support ICT classroom learning

Extra curricula activities

Sport – all students participate in a range of sporting activities throughout the week as well as daily fitness activities. There is also an after active after school sports program where students participate in different athletics programs throughout the year.

Camps – Year 5/6 and Year 7 to 10 Camps are planned each year for our students. We have developed a three year cycle so that students experience a range of outdoor learning environments including, beach, bush and city. Camp activities are designed to be personally challenging, develop cooperation and team problem solving skills and enable our students who may struggle in the classroom environment to demonstrate leadership potential in a different setting.

Social Climate

Overview

Proston P-10 State School is a small rural town approximately 70kms north-west of Kingaroy. It is surrounded by a variety of farming and grazing properties as well as smaller acreage blocks on the edge of town and towards the outskirts of the district. Proston hosts a number of small businesses as well as a local feedlot, sand and gravel depot and a few local piggeries that provide some full time and part-time employment for some of our families. There is also a small range of employment opportunities in the nearby townships of Murgon, Wondai and Kingaroy. The school supports a range of different family structures including two and single parent families, blended families and a number of families are foster families. A proportion of our students are cared for by their grandparents as well.



The school has a Chaplaincy program operating two days a week. We also have the support of a range of services including a School Based Youth Health Nurse, visiting Advisory Teachers and a Guidance Officer visits the school once a fortnight. Students with disabilities and learning difficulties are supported by an Inclusion/Support Teacher: Literacy and Numeracy who assists class teachers to adjust and adapt classroom learning programs to meet the individual needs of these students and to support students in their classrooms.

Our School Breakfast Program has been introduced to provide breakfast to a large number of our students who travel by bus for extended periods of time each morning before arriving at school.

Some of our students and their families are supported by a range of welfare services outside of Education Queensland including the Department of Community Services, Lifeline and the Referral for Active Intervention Program (RAI).

In 2016 a review will be conducted of the Responsible Behaviour Plan to ensure school practices are aligned with creating safe and supportive learning environments for all students. This Plan is implemented in conjunction with the Positive Behaviour for Learning Program which has been developed to encourage and support those students who continually follow our school rules. It is the combination of the processes our school implements that support us to achieve our school vision: "Every day, Every Student is Learning and Achieving in Every Classroom."

Our school has been progressively working towards improving behaviour and we celebrate the progress we have made over recent years, however we acknowledge there is still more work to be done to ensure all school practices outlined in our Responsible Behaviour Plan and the Positive Behaviour for Learning Program are adhered to by all members of our school community.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	83%	88%	91%
this is a good school (S2035)	83%	88%	91%
their child likes being at this school* (S2001)	89%	94%	100%
their child feels safe at this school* (S2002)	89%	94%	100%
their child's learning needs are being met at this school* (S2003)	83%	88%	100%
their child is making good progress at this school* (S2004)	83%	88%	91%
teachers at this school expect their child to do his or her best* (S2005)	89%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	94%	100%
teachers at this school motivate their child to learn* (S2007)	78%	94%	91%
teachers at this school treat students fairly* (S2008)	67%	94%	91%
they can talk to their child's teachers about their concerns* (S2009)	89%	94%	100%
this school works with them to support their child's learning* (S2010)	89%	94%	100%
this school takes parents' opinions seriously* (S2011)	78%	94%	100%
student behaviour is well managed at this school* (S2012)	89%	94%	100%
this school looks for ways to improve* (S2013)	100%	94%	100%
this school is well maintained* (S2014)	94%	94%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	82%	84%	100%
they like being at their school* (S2036)	75%	76%	91%
they feel safe at their school* (S2037)	91%	84%	98%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	93%	89%	100%
their teachers expect them to do their best* (S2039)	98%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	82%	100%
teachers treat students fairly at their school* (S2041)	75%	68%	98%
they can talk to their teachers about their concerns* (S2042)	82%	70%	98%
their school takes students' opinions seriously* (S2043)	77%	76%	100%
student behaviour is well managed at their school* (S2044)	64%	63%	98%
their school looks for ways to improve* (S2045)	84%	87%	98%
their school is well maintained* (S2046)	89%	84%	100%
their school gives them opportunities to do interesting things* (S2047)	84%	79%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	87%	93%
they feel that their school is a safe place in which to work (S2070)	100%	96%	93%
they receive useful feedback about their work at their school (S2071)	83%	83%	73%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	86%
students are encouraged to do their best at their school (S2072)	96%	90%	100%
students are treated fairly at their school (S2073)	91%	95%	93%
student behaviour is well managed at their school (S2074)	96%	81%	71%
staff are well supported at their school (S2075)	92%	78%	67%
their school takes staff opinions seriously (S2076)	87%	74%	57%
their school looks for ways to improve (S2077)	96%	87%	87%
their school is well maintained (S2078)	88%	100%	100%
their school gives them opportunities to do interesting things (S2079)	92%	83%	73%

* 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

In 2016 we saw a steady representation of support from community members from our local area, parents and grandparents.

Our community supports our school in a number of ways, including:

- Organizing and assisting with P&C activities such as running raffles, the tuck shop and assisting at community events
- Assisting with the Stephanie Alexander Kitchen Garden Program with both kitchen and garden activities.
- Parent information sessions such as our School Wide Positive Behaviour Support Program, subject information sessions and Parent- Teacher interviews.
- Special school events such as ANZAC and Remembrance Day Ceremonies, Awards Night and our Yr. 10 Graduation Celebration.
- Attending our weekly parades to observe students receiving rewards and recognition for their successful efforts at school either in their academic and classroom achievements or for sporting achievements.
- Supporting the Ag. Department through donations of animals, time and equipment.

Respectful relationships programs



The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	27	18	20
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	1
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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

During the last 12 months the school has focused on encouraging students and staff to turn off lights, heaters and fans in every classroom when not in use. There is also evidence that the installation of our solar panels now have a slight impact on the consumption of electricity. We are also educating students on the appropriate use of air conditioning units as this has been a problem.

Materials continue to be recycled through our Kitchen Garden Program with cardboard boxes used as weed matting, food scraps to the compost and cow manure from the school farm is also collected for the gardens.

The replanting of the school gardens with plants more suited to the local climate and watering is kept to a minimum.

The School Environmental Management Plan was developed and we continue to examine ways to reduce our consumption of natural resources, reuse materials, however recycling is more challenging as there are no recycling facilities provided by the regional council in our area.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	52,677	0
2014-2015	57,745	
2015-2016	94,599	2,432

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	15	15	0
Full-time Equivalent	13	8	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	14
Diploma	
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 \$27 403

The major professional development initiatives are as follows:

- Words Their Way Spelling program
- Cars and Stars Reading Comprehension program
- Levelled Literacy Intervention (LLI) Program
- Back to Front Math program
- Explicit Instruction
- Leadership Development
- Literacy Continuum

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%	98%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% 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).	86%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	85%	82%

*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 P-10/P-12 schools was 90%.

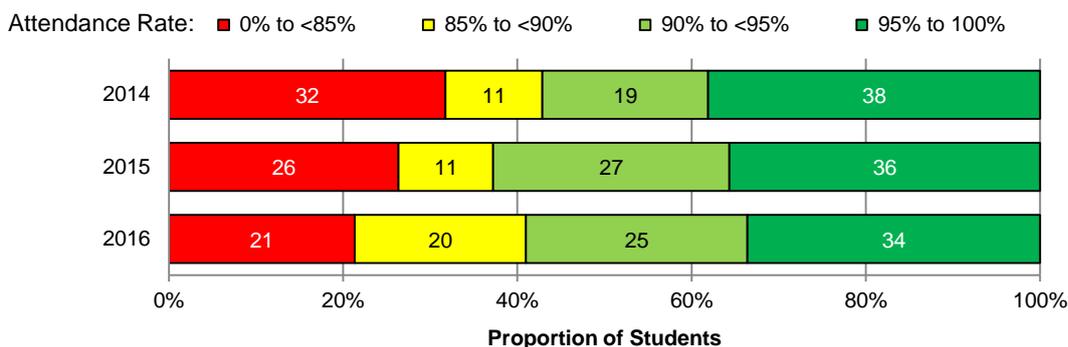
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	83%	86%	97%	84%	93%	87%	86%	92%	71%	81%		
2015	90%	90%	85%	87%	89%	80%	96%	83%	92%	97%	83%		
2016	91%	89%	88%	88%	88%	92%	93%	95%	84%	93%	92%		

*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.

Roll Marking

- School rolls are marked twice daily, morning and afternoon.
- Rolls are returned to the school office after each time they are marked and can be checked at any time by the Principal and administration staff.

Follow up on Non-Attendance

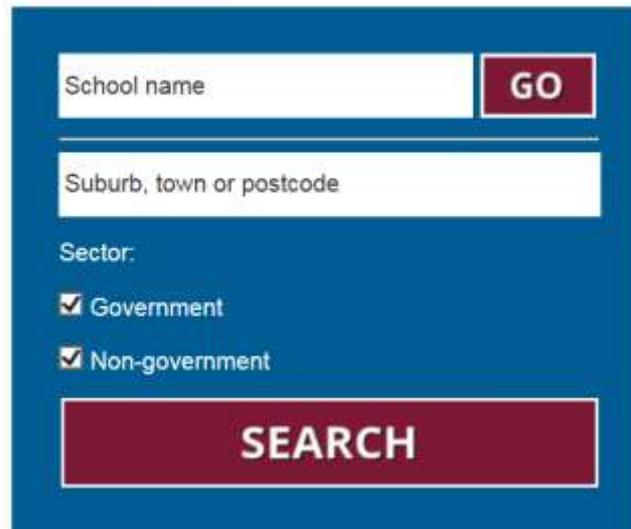
- Office administration contact parents via text message before 10am if a child is absent. Any guardian of a student in Out of Home Care is contacted immediately.
- Teachers highlight extended non-attendance periods with the Principal or Head of Curriculum and parents are contacted by phone. Contacts are recorded in One School records.
- Administration staff may also alert the Principal as they enter data into One School profiles, a phone call is made immediately an absence is noted and when contact from Parents or Carers has been received.
- Letters are posted home when parents cannot be contacted by phone.
- Medical certificates are requested for extended periods of time.
- Other strategies may include contact with Queensland Police Service or the Department of Community Services when deemed necessary.
- The school uses a text messaging system to inform parents when children are not at school. Parents can then text the school back with explanations for absences.

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



School name

Suburb, town or postcode

Sector:

Government

Non-government

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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.

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://education.qld.gov.au/nextstep/nextstep/2016regions.html>

