

The Whole Child



Making Connections  
Creating Opportunities

Harlaxton State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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



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## School Overview

It is with great pride that I publish the following School Annual Report for 2016. Harlaxton is an inner city school in the northern suburbs of Toowoomba, a regional business centre of the Darling Downs approximately 140 km from Brisbane. The core values of our school are Respect, Relationships and Resilience. These underpin all aspects of school life and are in our Positive Behaviour for Learning Program (PBL). Harlaxton State School proudly boasts an indigenous student enrolment of approximately 55% and we celebrate the diversity of our entire student population. We are also the base for the EALD team of teachers and teacher aides who service the Darling Downs and South West Region.

Our school vision, 'The Whole Child - Making connections, Creating opportunities' is also our school's logo and is seen all around the school. The Whole Child's colours are symbolic- yellow is academic, blue is social-emotional, red is physical, green is cultural and pink is community.

At Harlaxton State School we warmly welcome new students and their families. The school is committed to positive relationships throughout the whole school. As a school we strive create life opportunities for our students by improving student learning and maximising achievement.

These opportunities were enhanced in 2016 by the introduction of:

- Multit and Mini- Lit high intensity reading support across the school in response to NAPLAN and historic school-based reading data - (yellow Symbol/academic). This program is delivered through out the school in individual and small group sessions with trained staff. This program has seen individual student reading levels climb and a marked school data improvement.
- Positive Behaviour for Learning Program – (blue Symbol/social-emotional). PBL is an evidence-based whole school process to improve learning outcomes for all students by establishing positive social expectations for our school community. It provides a framework for our school and our community to collectively support the wellbeing of every student. Students have responded positively as they have been taught what is expected of them. Staff deliver consistent responses to student learning and behavior and our students feel safe and cared for at school. PBL has resulted in a decrease in unproductive and challenging behaviours.
- Dance classes (red Symbol/physical) before school. These free classes are school funded and taught by a local Dance Academy instructor. Classes available are Hip Hop twice a week and Jazz once a week. Dancing is a highly physical aerobic activity that increases flexibility, range of motion, physical strength and stamina. The repetitive movements improve muscle tone, correct poor posture, increase balance and coordination and improve heart health. Dance class has assisted in lifting our whole school attendance rate, decreasing out late arrivals and offering an alternative to traditional sport for all children.
- School choir led by our newly appointed Music Teacher (green Symbol /cultural). The choir and school leaders worked with Josh Arnold (a local songwriter) to create our school song. We partnered with the Gaalamay Indigenous Dancers to create U-tube clip of our school and students performing the song. In 2016 the choir has also performed at the new City Library opening and Toowoomba's Walk Together celebrations.
- Community Participation Officer (pink Symbol/community) for school. The CPO welcomed new students and families, helped parents to stay connected with students' learning, focused

student learning to deliver learning outcomes by increasing each child's attendance, helped effective communication between home and school and developed and maintained quality home-school partnerships supporting student learning. CPO also led school celebrations – Harmony Day and NAIDOC Day. In 2016 our school welcomed Kath Dickson Family Day Care Playgroup and Toy Library to share our site and provide a Pre-Prep facility.

Our school programs are based on our vision of educating the Whole Child by giving all students an opportunity for a rounded education. Our core program is focused on The Australian Curriculum delivered through C2C in the classrooms. This report contains an overview of our Harlaxton State School activities over the last year and outlines a range of data sources that collectively represent a picture of our school performance during this time.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

Our school was founded in 1901 and is an older, inner suburb of Toowoomba situated on the northern side of town. Our indigenous students make up 50% of our enrolment. Recently several refugee families from African countries now call our school home. Our school has ICSEA (Index of Community Socio-Educational Advantage) value is 782 with 81% of our students coming from the lowest quadrant. The majority of our students come from homes where English is the language spoken.

Our school has significant community partnerships with University of Southern Queensland (Engineering Faculty), Toowoomba North Church of Christ, Toowoomba's Men's Shed, Harlaxton RSL sub-branch, Toowoomba Rotary and Downlands College Social Action Group, Kath Dickson Family Day Care Playgroups and Toy Library.

Our School's Improvement agenda priority is the teaching of reading comprehension and spelling and will be an ongoing priority over the next three years. To achieve this we have:

- Developed a whole school reading program, *The Whole Child Way of Reading*, to deliver quality outcomes within a balanced reading program.
- Implemented whole of school STARS and CARS reading comprehension program
- Implemented whole of school Multi and Mini- Lit support program funded by Investing in Schools to increased reading fluency and enhance comprehension.
- Embedded a culture of high expectations in reading using the introduction of student goal setting within an explicit framework
- Continued emphasis on use of data to inform classroom teaching and learning
- Increased promotion of school achievements through media and school initiated channels
- Continued to integrate new technologies after inclusion in STEM Launch School Program in Darling Downs South West Region and support with classroom and lunchtime activities
- Continued emphasis on attendance- *Every Day Counts and Close the Gap*.

#### Future Outlook

Our School's Improvement agenda priority is the teaching of reading comprehension and spelling and will be an ongoing priority over the next three years. We will continue to use CARS and STARS as well as Multi and Mini-Lit to move our Reading Agenda forward. In 2017 we will implement Pre-Lit in Prep to increase our students' success rate in Year 1.

The majority of our students have no Kindy or Pre-Prep experience on Prep entry. ACDC data and ICSEA data shows that our students come from low socio-economic homes with young parents where often domestic violence is related to alcohol or drug taking. End of 2016 data indicates that a targeted Reading Program (Multi & Mini-Lit) implemented in early 2016 has seen an increase in individual reading levels and an increase in student attendance.

## Our School at a Glance

### School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** No  
**Year levels offered in 2016:** Prep Year - Year 6

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	111	53	58	53	74%
<b>2015*</b>	116	60	56	52	80%
<b>2016</b>	109	50	59	54	77%

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

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

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the Student Body

#### Overview

Our school is an older, inner northern suburb of Toowoomba and is beginning to regenerate with the construction of the nearby Second Toowoomba Range Crossing as well as two new housing developments in the area. Our indigenous students make up 55% of our enrolment. Recently several refugee families from African countries now call our school home. Our school has ICSEA (Index of Community Socio-Educational Advantage) value is 782 and 81% of our students are in the lowest quadrant. The majority of our students come from homes where English is the language spoken. This year our school welcomed Kath Dickson Family Day Care Playgroups and Toy Library to our site. In 2016 our school received a higher public identity with appearances on local television for:

- Dance groups
- first Australian school to have free vision and free glasses in the Essilor Foundation Program
- Harmony Day celebrations
- NAIDOC celebrations
- Kath Dickson Family Day Care Playgroups and Toy Library

## 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	16	22	19
Year 4 – Year 7	24	26	23
Year 8 – Year 10			
Year 11 – Year 12			

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

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Harlaxton State School students enjoy a variety of curriculum options including:

- \* Art lessons (Skills based) from Yr. 1- 6
- \* LOTE (German) Year 5 & 6
- \* Positive Behaviour for Learning around our values of Respect, Resilience and Relationships
- \* Leadership opportunities for all Year 6 students based on effort and application of school values
- \* STARS & CARS and Multi and Mini- Lit programs
- \* Dance classes
- \* Music and Choir
- \* HPE classes (Swimming in school's pool Term1 & 4)

### Extra curricula activities

- Fruit Break (5 minutes) at approximately 10am daily, all students
- Smart Moves Program – Daily every class is involved in 'Smart Moves' physical activity
- Environmental education programs- recycling and garden programs with assistance from Chaplaincy Mentors
- Breakfast Club run by staff and volunteer community groups three mornings a week
- Bella Rae program (Chaplaincy Initiative) for Year 6 girls
- Student Mentoring Program require extra one-on-one support. Community members inducted, have blue cards and provide a written report on student interact (Chaplaincy Initiative)
- Toowoomba State Schools Inter-school Sport off-campus (Friday afternoons Terms 1, 3 & 4)
- Robotics Workshops with Dr Goh (USQ School of Engineering) hosting Rockville and Toowoomba North State Schools (STEM Launch School)
- Attendance Reward Days at the end of each term- Slushies/Free Dress and Carnival Day
- Multi-cultural Day (Walk Together Council Initiative) with EALD staff and visiting migrant students
- NAIDOC Week celebrations on site and at Cobb & Co Museum

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

We have a significant STEM development program in place. The focus is on Robotics with links to the University of Southern Queensland Engineering Department (Dr. Stephen Goh) and their ROBOGALS group held successful days held in our hall using Lego Mindstorm Robots. This continued with our Inner City Cluster Schools (Rockville and Toowoomba North) students in 2016. The school purchased two Lego Mindstorm Robots. These are used in class and at the lunchtime Robotics Club run by the President of the P&C.

In 2016 the school began using ID Attend- a computer program for tracking school processes including student attendance monitoring. It also gives the school a SMS facility to contact parents about school events, absences and behaviour incidents in a timely manner. Parents are encouraged to SMS back the reason for their child's absence.

All classrooms have access to banks of computers for student use. *Reading Eggs* and the accompanying comprehension units are used in English lesson rotations. Typing Tutor Tournament has been implemented in 2016 to ready students for future NAPLAN online. All classrooms have interactive whiteboards. All classes have access to photocopiers and printers, scanners, digital still



and video cameras for students and staff to enhance all learning programs. Teachers have a departmental laptop to develop their skills and to use in conjunction with their interactive whiteboards.

Our school newsletter is given out weekly in hard copy and a copy is loaded onto the school's website on the same day.

## Social Climate

### Overview

Harlaxton State School continues to make a huge effort in developing and maintaining positive relationships with all staff, students and parents. Our school places importance on the values of Resilience, Respect and building Relationships. These values drive our Positive Behaviour for Learning Program and the PBL committee strives to keep these in front of our students' minds every day. This program places the emphasis on using positive behaviours and rewarding them with positive consequences. This program gives a standard of behavior and consequences (positive and negative) across the school.

The school understands the need for monitoring the health and well-being of their students. Our school motto is *Making Connections-Creating Opportunities*. The teachers see the need for support structures to assist students to make good choices, feel safe and listened to and take responsibility for their behavior choices. Students displaying positive behaviours are rewarded with Gotchas. These Gotchas can then be traded for picks from the prize menu. The menu includes Free Dress Pass, Free time, picnic lunch, Principal lunch. Other recognitions are certificates on weekly parade for classroom and playground positive behaviours.

The positive behavior program is supported by our Chaplain Mrs Dodds. She supports students with chats about their concern issues. This is a service that is open to parents and staff as well. She supports families with free bread as well as support for other emotional and social adjustments.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	100%	80%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	75%	67%
their child feels safe at this school* (S2002)	DW	75%	67%
their child's learning needs are being met at this school* (S2003)	DW	75%	80%
their child is making good progress at this school* (S2004)	DW	100%	80%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	67%	100%
teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
teachers at this school treat students fairly* (S2008)	DW	50%	80%
they can talk to their child's teachers about their concerns* (S2009)	DW	75%	100%
this school works with them to support their child's learning* (S2010)	DW	50%	80%
this school takes parents' opinions seriously* (S2011)	DW	50%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	DW	50%	67%
this school looks for ways to improve* (S2013)	DW	75%	100%
this school is well maintained* (S2014)	DW	50%	80%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	92%	100%
they like being at their school* (S2036)	87%	97%	87%
they feel safe at their school* (S2037)	84%	100%	96%
their teachers motivate them to learn* (S2038)	87%	100%	91%
their teachers expect them to do their best* (S2039)	94%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	100%	96%
teachers treat students fairly at their school* (S2041)	87%	97%	96%
they can talk to their teachers about their concerns* (S2042)	84%	95%	83%
their school takes students' opinions seriously* (S2043)	87%	92%	96%
student behaviour is well managed at their school* (S2044)	77%	97%	96%
their school looks for ways to improve* (S2045)	94%	97%	100%
their school is well maintained* (S2046)	94%	100%	96%
their school gives them opportunities to do interesting things* (S2047)	84%	95%	96%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	91%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	93%
they receive useful feedback about their work at their school (S2071)	91%	93%	80%
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%	100%	100%
student behaviour is well managed at their school (S2074)	100%	93%	80%
staff are well supported at their school (S2075)	80%	93%	87%
their school takes staff opinions seriously (S2076)	82%	100%	93%
their school looks for ways to improve (S2077)	91%	100%	100%
their school is well maintained (S2078)	100%	93%	93%
their school gives them opportunities to do interesting things (S2079)	100%	100%	93%

\* 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

At Harlaxton parents are actively encouraged to get to know the child's teacher at least once a term. Formal parent teacher interviews are held the second week of second and fourth terms. Parents are also invited to engage with the school at Friday's weekly parade and at the monthly Chaplaincy Morning Teas held after parade in the school's Parent Room.

The school has introduced a new computer program, ID Attend, enabling the school to send texts to families about upcoming school events, Happy News Texts as well as absence and Time Out notifications. This is a timely and cost efficient way of communicating with families. Parents have spoken with staff about liking the new form of communication.

Harlaxton's P&C membership is small but very active. Fundraising is a major focus for the P&C. They also run Tuckshop twice a week as well as our Uniform Shop. They are a vital part of our school community and willing step in to lend a hand with working bees as well as catering for Election voting held in our hall.

Our Chaplain works tirelessly with our parent community to support them. Parents are encouraged to attend morning teas or just pop in and have a coffee in the Parent Room before school or make an appointment to chat in her office. The school has an independent Parent Room where parents can stop for a chat or hold meetings with the Chaplain.

## Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. This is called the Positive Behaviour for Learning Program. It is a detailed, transparent program focusing on the positive behaviours to reduce the negatives. The school had a very successful launch of the program with most families attending the free breakfast and the presentation concert in the school hall. All tribes at the school were acknowledged in the launch. The behavior focus for the fortnight is introduced on parade, published in the weekly newsletter with U-Tube clips to support the focus so parents can support at home. The success of PBL is seen in the reduction of suspensions in the table below.

All staff are trained in Student Protection annually and have shown how to fill in a Student Protection Notifications on One School.

The School Community Participation Officer follows up with families who may be experiencing stress from financial or social causes and connects them with appropriate agencies.

## 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	20	19	11
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. Water usage is supplemented by school tanks. Tank water is used in our swimming pool after treatment. Our power usage is monitored with staff reminded to turn off appliances and light when not needed. The increase in classroom technological devices, such as whiteboards and air

conditioners requiring power, makes the need to monitor our usage important. The school will continue to examine cost cutting/power usage reduction methods. Our school recycles its paper waste and uses a shredding service for used documents.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	140,626	2,031
2014-2015	116,105	3,388
2015-2016	113,248	1,011

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

Our staff is a highly trained, committed staff. Emphasis is placed on continuing professional development for all staff- teachers and teacher aides. All staff employed at the school have a role to play in the education of our students. New skills, knowledge and ideas are paramount when desiring to increase educational outcomes.



2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	14	15	<5
Full-time Equivalents	11	9	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	4
Bachelor degree	5
Diploma	3
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$23109

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2015 were \$6926. The major professional development initiatives are as follows: 7 Steps to Writing Success, Positive Behaviour for Learning, Reading Eggs Implementation and Working with Refugees.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

The proportion of the teaching staff involved in professional development activities during 2016 was 100 %.

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

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

From the end of the previous school year, 88% 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).	87%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	85%	85%

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

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

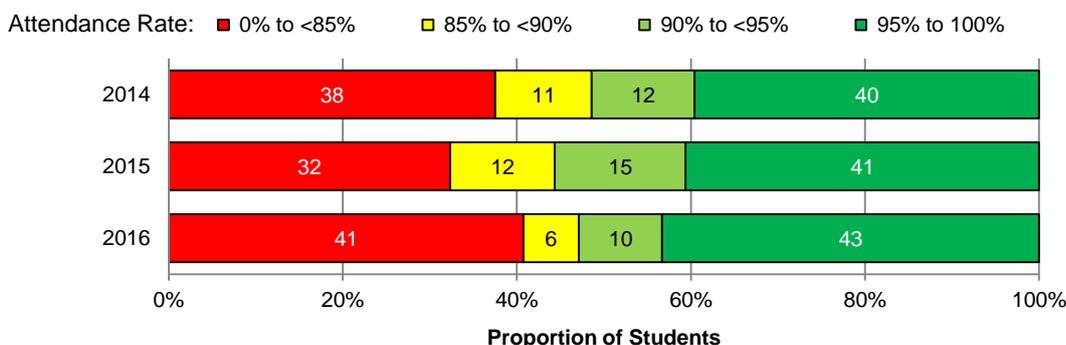
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	83%	91%	88%	87%	86%	88%	83%					
2015	90%	87%	90%	91%	92%	86%	88%						
2016	90%	86%	82%	86%	90%	89%	90%	100%					

\*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

Our school uses a computer program, IDAttend, to mark absences. Every day parents of students who are absent receive a text message and are required to respond with absence reason. If Carers of Students in Care do not respond within 30 minutes then the Principal is alerted and they make phone contact until an answer is received.

Non-attendance is managed by roll marking using ID Attend. This is performed daily at 8:30am and 1:15pm. Any student not in class at 8:30am must report to the office and get a Late Slip. When this late slip is logged on ID Attend. It is automatically placed in the class roll as Late for Class and the time is recorded. The late arrival is recorded as a non-penalty absence however parents are contacted if students have a continued history of late arrivals.

At 9:15 am daily Administration staff use the ID Attend system to automatically send Absence Texts to those students away. Parents are able to respond with a text with absence reason. The text is then recorded in One School as a contact. Where the absences are consecutive or form a constant pattern the Failure to Attend departmental letters are sent to families. The school also has an answering machine service for parents to call and verbally record an absence. Students with 95% or better attendance are rewarded at the end of term with a school reward i.e. Carnival Ride sessions, cinema trip or Free Dress and games. Students who have 100% attendance receive a certificate on the final Parade at the end of each term.

Staff are encouraged to contact parents of regular non-attenders. They are also to ring parents after the second day of consecutive absence. Excuses for absences are often no lunch, no shoes, funeral etc. Our school has a strong social justice program and students will always be provided with sufficient lunch if one is not available from home. One School Dashboard Data is communicated to parents in the weekly newsletter. The class with the highest weekly attendance gets to sit on chairs for weekly parade- a very proud moment for classes. Male vs Female attendance data is published in weekly newsletter for peer encouragement to keep attendances high.

## 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

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.

## Conclusion

Harlaxton State School is proud of its partnerships with Mayhem Dance Studio, Kath Dickson Playgroup and Toy Library, Toowoomba PCYC, Harlaxton North RSL, Cobb & Co and Toowoomba North Rotary. These partnerships, with community groups, help our school to live our motto “Making Connections- Creating Opportunities”. We give our students life experiences they might not otherwise access to expand their life choices and engendering a life-long love of learning.

