



Yandina State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Yandina State School is situated on the outskirts of Yandina township on the Sunshine Coast. It is part of the Sunshine Coast Region and is a member of the Future School Coalition based around Nambour and its surrounding townships.

The school is a co-educational facility catering for around 270 students from Preparatory Year to Year 6. Class organisation comprises a mixture of single-age classes and some composite classrooms. The school offers a full range of specialist teachers for Physical Education, Music, Instrumental Music and LOTE. Italian is studied across all year levels. The curriculum is organized into integrated units across the key learning areas incorporating all elements of the Australian Curriculum.

Reading, Writing and the wellbeing of our students are core priorities for Yandina State School. The school also provides a large range of extra curricula activities and has an engaged and supportive community with a very active Parents and Citizens Association. Yandina State School students usually transition to nearby Nambour State College and Burnside State High School.

Principal's Foreword

Introduction

The actions of the Yandina State School community are informed by the following Values and Beliefs:

We value:

- and respect one another
- the history and traditions of Yandina
- the right to achieve one's full potential
- diversity
- our community

We believe:

- all people can learn
- instilling self-confidence promotes life-long learning
- our school is a valuable and positive partner with the Yandina community
- in taking initiative in the pursuit of excellence

The purpose of the School Annual Report (SAR) is to provide information to the community about the progress and achievement of the school over the past 12 months. The SAR outlines aspects such as staff profile, student profile, NAPLAN results, school opinion survey results and achievement of Annual Implementation Goals.

School Progress towards its goals in 2017

Our School Key Priority Areas for 2017 consisted of three main focuses. These are:

- Writing
- Reading and
- Student Wellbeing

Writing Strategies for 2017

- Strategy for Successful Learners - Provide challenging learning opportunities for students to demonstrate their potential through quality samples of writing. Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention.
- Strategy for School Performance - Collect, analyse and triangulate Writing data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff.
- Strategy for Local Decision Making - Provide opportunities to engage local groups and significant affairs (current/historical) within our curriculum. Promote writing through school media outlets. Link with state and Australian educational writing opportunities.

This priority area has been partially completed in 2017 and remains a priority for 2018. Work to date has focussed on professional development for staff regarding writing pedagogy and the building of writing resilience and disposition amongst students.

Reading Strategies for 2017

- Strategy for Teacher Capacity - Implement balanced Reading Program. Use PLCs for shared understanding of reading procedures and comprehension. Provide opportunities for teachers to engage with moderation and Collegial Engagement Processes. Induct new staff to school expectations.
- Strategy for Successful Learners - Provide challenging learning opportunities for students to demonstrate their potential through quality Reading opportunities. Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention.
- Strategy for School Performance - Collect, triangulate and analyse Reading data (School Data Plan) to monitor performance and review practice and strategy outcomes. Share with whole staff.
- Strategy for Local Decision Making - Provide opportunities to engage local groups to support within our school. Develop and implement a school wide Home Reading Project.

This priority area has been completed in 2017 but remains a priority for 2018 as it is an essential area for student learning. The focus has been on building common beliefs and practice with staff regarding the teaching of reading with a focus on the gradual release model. Data indicates an upward trend in reading performance, and to embed this practice, reading has continued as a priority area in 2018.

Student Wellbeing Strategies for 2017

- Strategy for Local Decision Making - Provide opportunities to engage local groups to support within our school. Develop and implement Kids Matter Program linking with other high quality support programs that fit the current needs of the school and community.
- Strategy for School Performance - Collect, analyse, triangulate and share behaviour and attendance data (One School) to monitor performance and review practice and strategy outcomes.

This priority has been completed in 2017 with the strong focus on student wellbeing and attendance seeing strong evidence through school opinion survey data and attendance data at a strong level. However, this is an area that remains a priority at Yandina SS in 2018 as attendance and wellbeing remain areas of need within the Yandina community.

Future Outlook

Improvement Priority: Writing

Strategies:

- Leadership Capacity - Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice writing pedagogy. Use I4S funding to create fulltime HOC position to support Writing cohort leaders positions.
- Build Teacher Quality - Enhance knowledge of Australian Curriculum. Plan effectively for Writing using data. Engage in moderation within and link across schools. Use Collegial Feedback Model to improve teaching practices. Deepen staff pedagogical practices.
- Successful Learners - Provide challenging learning opportunities for students to demonstrate their potential through quality samples of writing. Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention.
- School Performance - Collect, analyse and triangulate Writing data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff.
- Local Decision Making - Provide opportunities to engage local groups and significant affairs (current/historical) within our curriculum. Promote writing through school media outlets. Link with state and Australian educational writing opportunities.

Targets:

- I4S funding expended by end of year.
- All teachers have worked with students to have a clearly articulated Writing Learning Goal for the majority of the class.
- Some students may have other priority goals or individual needs.
- Increase in Year 3 and 5 Writing data to Like Schools or Above
- 100% of parents aware of Writing as the EIA and opportunities for parent and community development in writing given.

Improvement Priority: Reading

Strategies:

- Leadership Capacity - MAINTAIN awareness of the reading improvement agenda to the broader school community. Continue HOC Reading Coach role within the school context using 14S funding.
- Teacher Capacity - Implement balanced Reading Program. Use PLCs for shared understanding of reading procedures and comprehension. Provide opportunities for teachers to engage with moderation and Collegial Engagement Processes. Induct new staff to school expectations.
- Successful Learners - Provide challenging learning opportunities for students to demonstrate their potential through quality Reading opportunities. Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention.
- School Performance - Collect, triangulate and analyse Reading data (School Data Plan) to monitor performance and review practice and strategy outcomes. Share with whole staff.
- Local Decision Making - Provide opportunities to engage local groups to support within our school. Develop and implement a school wide Home Reading Project.

Targets:

- 80% Students achieving A-C in English.
- Term meetings for every teacher around tracking reading progress and the alignment to curriculum planning
- Continue and maintain improvement in Reading data to like schools for National Mean in Reading Year 3 and Year 5 NAPLAN
- 100% of new staff inducted in Reading Program and use of Gradual Release Model.
- Engage parents to help drive the agenda of reading through classroom led practices involving home readers, sight words, homework and where needed school Intervention Program.

Improvement Priority: Student Wellbeing

Strategies:

- Leadership Capacity - Use 14S funding and WSSLR FTE to create fulltime Student Wellbeing Officer position. Continue the School Chaplaincy model and position. Engage PBL Regional support. Drive Local PBL Team to set school direction and culture. Implement DET Attendance Policy - Everyday Counts.
- Build Teacher Quality - Implement Kids Matter Program. Provide opportunities for teachers to engage with Student Services Processes. Induct new staff to school expectations.
- Successful Learners - Provide challenging learning opportunities for students to demonstrate their potential through quality interactive social opportunities. Analyse One School data regularly to inform improvement, guide teaching practices and prompt early intervention.
- School Performance - Collect, analyse and triangulate behaviour and attendance data (One School) to monitor performance and review practice and strategy outcomes. Share data with whole staff.
- Local Decision Making - Provide opportunities to engage local groups to support within our school. Develop and implement Kids Matter Program linking with other high quality support programs that fit the current needs of the school and community.

Targets:

- 100% of staff trained and aware of school's wellbeing and engagement framework
- All staff aware of school support processes for students.
- Continued increase of Whole School Attendance Rate and use of whole class attendance goals.
- Reporting and monitoring systems in place and consistent through the use of One School and the Student Welfare Team.
- Opportunities for Community engagement and development are continued through the use of internal and external specialists or providers.

Improvement Priority: STEM

Strategies:

- Build leadership capacity - Develop School Policy around STEM ensuring Digital Technology Curriculum is enacted. Identify STEM Specialists in Junior and Middle/Upper school. Identify school based mathematics cohort leaders for Numeracy Cluster.
- Build Teacher Quality - Enhance knowledge of Australian Curriculum linking STEM initiatives and #Coding Counts Policy. Use Collegial Feedback Model to improve teaching practices. Deepen staff pedagogical knowledge of STEM. Link with DET Coding Academy and Regional Numeracy - Noosa Cluster
- Successful Learners - Provide challenging learning opportunities for students to demonstrate their potential through quality STEM based opportunities - develop Problem Solvers, Critical and Creative thinkers.
- School Performance - Give all students access to a STEM specialist. Lift participation of all students including girls, and ATSI students.
- Local Decision Making - Promote awareness and understanding STEM to all stakeholders through communication channels. Provide opportunity for parents to engage with STEM through school events. Link to community groups and higher education facilities. Workplace Reform Librarian to STEM Specialist.

Targets

- YSS Technology Plan continued, reviewed and implemented.
- 100% of Staff feeling supported in teaching STEM
- Continue increase of A-E Data for students across all STEM subjects.
- 100% of students given opportunities to engage with STEM based subjects.
- Provide opportunities for parents and community to link with STEM related learning.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	225	98	127	23	92%
2016	240	98	142	34	95%
2017	264	119	145	40	87%

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

In 2017, the school was organised into 12 classes from Prep to Year 6. Students attending Yandina State School largely comprise children from the residential area of the local township. Other students live in rural residential areas on the outskirts of the town between Coolum, Eumundi and Nambour. As the school is located on the northern edge of the town, most of the students travel to school by car or by bus.

To cater for the learning needs of all students, modifications are made to the curriculum and support and extension programs are provided for identified students where necessary. Our student enrolment has approximately 15% Indigenous students. Students with special needs make up 5% of the student population and are supported in the regular class setting by a specialist teacher and teacher aides.

Each year, student leaders are selected to provide opportunities for students to be involved in decisions that influence the student body. These leaders include school captains, sports captains and student council members.

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	25	22	22
Year 4 – Year 6	26	24	31
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Yandina State School provides a well-balanced curriculum. However, by implementing the following aspects, the school has created a distinctive combination of offerings:

- Italian LOTE Program
- Integrated usage of computers and technology in learning
- Instrumental Music for students in Years 4 to 6
- Sport: Learn-To-Swim program for students in Prep to Year 5, interschool sport, athletics, cross-country, training in a range of sports codes with regional coaches
- Surf Awareness Program for students in Years 6
- Learning Support Programs for individual and small groups of students
- Perceptual Motor Program
- School excursions linked to curriculum units
- Junior and Senior Choir
- Gifted and Talented Program
- School Leader Program
- Friendship Programs – Linked with Chaplaincy Program

Co-curricular Activities

- Link with outside sport providers for Auskick, Rugby League, Hockey, Cricket, Tennis and Soccer.
- Visits to our school by International Study Tours
- Garden Club
- Lunchtime Computer Club
- The school's Out of School Hours Care program is available to all families and is run by Helping Hands
- Computer Club, MakerSpace, Robotics
- Involvement in a range of academic opportunities throughout region - Voices on the Coast, Nambour Show etc
- Before school Surfing program Terms 1 and 4
- Guitar Lessons
- Skateboarding program
- HARMONY Rainforest Club

How Information and Communication Technologies are used to Assist Learning

The staff of Yandina State School recognise the importance of Information and Communication Technologies as an integral learning tool for learning in the 21st century. ICTs provide stimulating learning environments are required for information literacy.

To this end, ICTs are embedded across all curriculum year levels. Students use ICTs, including the internet, email and, increasingly, interactive whiteboards in their learning activities. All students have easy access to computers. All classrooms have internet connection and are provided with computers, the Resource Centre has a bank of computers and the school has a fully equipped computer lab 28 computers. A smaller computer lab is available for small groups of students.

The school's infrastructure allows every class to access resources and programs through Education Queensland's web based Learning Place. Teachers also have access to a wide range of network based literacy and numeracy software which is used to enhance learning in the classroom.

Social Climate

Overview

The school universal behaviour expectations: I am Safe, I am Respectful and I am a Learner, are visible throughout the school, are known by staff members, parents and students, and form the basis for the school's Positive Behaviour for Learning (PBL) behavioural expectation matrix.

The behavioural expectations are reinforced to students on a regularly basis by staff members, and at weekly parades by the Principal. Our student behaviour is respectful, polite and caring towards staff and other students.

The Responsible Behaviour Plan for Students focuses on supporting and promoting the positive behaviours of all students. The plan includes a whole school anti-bullying High 5 strategy, which is well known and supported by staff members, students and parents.

Strategies the school has implemented are:

- The school has an active and enthusiastic PBL Team. All staff members have been engaged in defining operational and instructional interventions. The ongoing maintenance of the school signage, the school mascots Yan and Dina, and classroom posters are interventions to support consistency across the school.
- The Student Services Team meet on a fortnightly basis to discuss and review interventions for students with high behavioural needs.
- A Positive Behaviour Point system is used to reward positive behaviour. These rewards provide students with feedback for engaging in expected school behaviour.
- All teaching staff members have been trained in the Essential Skills for Classroom Management.
- A set of protocols has been documented in relation to entering data in OneSchool.

Parents are supportive of the behaviour management processes used at the school. The commendations of the school were evidenced by strong results in School Opinion Survey data displayed below.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	95%	100%	97%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	95%	100%	97%
their child is making good progress at this school* (S2004)	90%	100%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	100%	97%
teachers at this school motivate their child to learn* (S2007)	100%	100%	97%
teachers at this school treat students fairly* (S2008)	100%	95%	97%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
this school works with them to support their child's learning* (S2010)	95%	100%	97%
this school takes parents' opinions seriously* (S2011)	95%	100%	97%
student behaviour is well managed at this school* (S2012)	95%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	99%	100%
they like being at their school* (S2036)	96%	99%	99%
they feel safe at their school* (S2037)	98%	99%	98%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	100%	99%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
teachers treat students fairly at their school* (S2041)	89%	99%	99%
they can talk to their teachers about their concerns* (S2042)	87%	100%	97%
their school takes students' opinions seriously* (S2043)	89%	99%	100%
student behaviour is well managed at their school* (S2044)	85%	99%	96%
their school looks for ways to improve* (S2045)	100%	99%	100%
their school is well maintained* (S2046)	100%	96%	100%
their school gives them opportunities to do interesting things* (S2047)	93%	98%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	94%	100%	100%
they receive useful feedback about their work at their school (S2071)	89%	100%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	93%	100%
students are encouraged to do their best at their school (S2072)	94%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	94%	96%	95%
staff are well supported at their school (S2075)	89%	92%	100%
their school takes staff opinions seriously (S2076)	89%	92%	90%
their school looks for ways to improve (S2077)	94%	96%	100%
their school is well maintained (S2078)	94%	96%	100%
their school gives them opportunities to do interesting things (S2079)	89%	96%	95%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Yandina State School encourages and values the partnership role with parents. The school provides opportunities for parents to be involved in the school at various levels. Some of these opportunities include:

- Linking with the P&C Association and its subcommittees meet monthly to discuss ways in which they can contribute to the students' education at the school
- Attending parent workshops for maths, reading and parenting skills
- Reading information provided through the school newsletter, Facebook Site, Email and school's website
- Participate in school activities such as the End of Year Dance concert, School Discos, excursions, Under Eights Week and sports days
- Assist in classrooms in many ways including reading, art and gardening
- Parent and community representatives are invited to join our committees (such as P&C, Chaplaincy, SWPBS, tuckshop)
- Attend information sessions are held to inform parents about classroom routines and procedures

Respectful relationships programs

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

Our Responsible Behaviour Plan encourages a supportive approach that builds on the Positive Behaviour for Learning program. Our school expectations are:

- **I am Respectful,**
- **I am Safe; and**
- **I am a Learner.**

Students are explicitly taught our schools expectations and our school PBL Team ensure that staff and school community members are supported with information and resources.

Our school also runs a range of supportive programs including friendship groups, the Breathe Project, cybersafety awareness sessions, Bullying 'No Way' and the Kids Matter Wellbeing Framework.

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	8	12	3
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

The ground staff at Yandina State School have worked closely with children and other school staff to conserve our water in the 2017 year and the school also planted and mulched gardens with native plants with our HARMONY Rainforest Project.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	25,566	2,043
2015-2016	80,228	
2016-2017		2,682

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

GO

Sector:

Government

Non-government

SEARCH

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	23	13	<5
Full-time Equivalent	19	8	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	21
Diploma	1
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 2017 were \$17834

The major professional development initiatives are as follows:

- Professional development regarding Reading / Phonics – ‘Get Reading Write’
- Learning Sprints
- STEM national conference and STEM training at school

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 79% 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%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	89%

*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%.

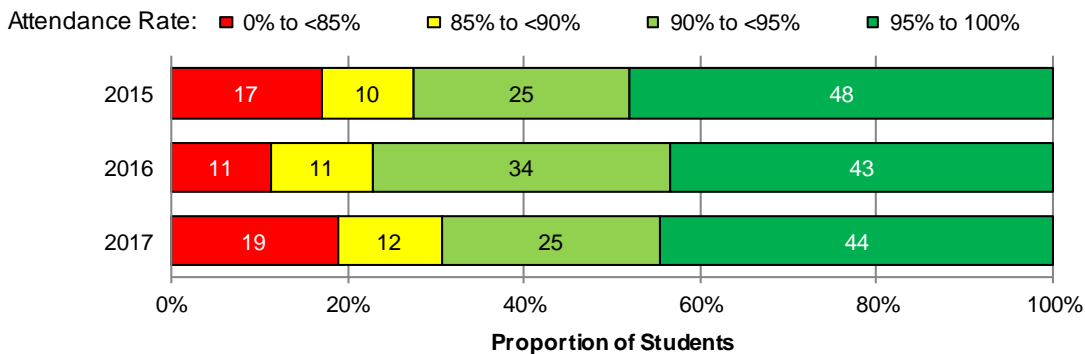
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	91%	90%	92%	91%	94%	94%						
2016	93%	92%	93%	92%	92%	91%	95%						
2017	90%	91%	94%	92%	91%	93%	91%						

*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.

Yandina State School community maintains that student attendance is a shared parent and school responsibility. We also acknowledge that attendance has a direct correlation to student performance. School rolls are marked twice a day. Where students show a pattern of non-attendance the school teacher in the first instance will contact the parent (after three unexplained absences or late arrivals).

If the pattern of non-attendance continues a member of the school leadership team will contact home to offer assistance in improving the attendance rate. Should a student's attendance still not improve, the school will utilise the Department's Policy and Procedure Register (SMS-PR-036) regarding compulsory attendance and the associated actions which may ultimately lead to prosecution in the most extreme of cases.

Yandina State School also recognises students who are attending school through the use of Attendance Assemblies at the end of each term where the students are awarded attendance certificates.

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**.

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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.