Collingwood Park State School

ANNUAL REPORT
2016

Queensland State School Reporting

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School Overview

Collingwood Park State School is a mid-sized school with a student enrolment of around 585. Collingwood Park State School is committed to providing high quality education to achieve the best possible outcomes for every child from Prep to Year 6 within a safe, tolerant and disciplined environment. We enjoy a strong reputation for the quality curriculum on offer to our students, which engages, enables and empowers students to think, create, communicate, reflect on and understand their world. Our students who derive from diverse backgrounds, are encouraged to become independent and collaborative learners through engaging in a wide range of curriculum activities A strong parent/school partnership is considered vital to support children to achieve their best. Our school is highly regarded within the community and is supported by an active P&C Association which contributes to school decision making and enhances educational opportunities for students.

Principal's Forward

Introduction

This annual report is a snapshot of our school's major activities for the 2016 school year. It covers information about characteristics of the school, its progress in supporting student learning, outcomes achieved in the National Assessment Program in Literacy and Numeracy and focus for the 2017 school year. The school's direction each year is informed by the school's Strategic Plan, the Departmental Strategic Plan, the data collected on student performance, such as NAPLAN, the school's assessment suite, and stakeholder feedback received through the School Opinion Surveys.

School Progress towards its goals in 2016

2016 proved to be yet another highly successful year for Collingwood Park State School where we celebrated continued improvement in our student academic outcomes, sporting achievements, instrumental music achievements and Performing Arts accomplishments.

The 2016 Annual Implementation Plan detailed our school's strategic vision for 2016.

Our community prides itself on a strong teaching and learning culture, which provides students with a safe, caring and supportive environment, where students are provided with the best opportunity to learn and be their best. The graphic above provides a visual representation of the sharp and narrow school improvement agenda for 2016. We used the Curiosity and Learning (Craig, W and Hopkins, D) model to frame our improvement agenda. The school focused its improvement strategy on the development

of the teaching of reading across the school. We have also focused on the consistent implementation of the national curriculum in English, through building teacher knowledge and shared understandings. Moderation of the school's English units has been very successful in ensuring consistent practices across the school. We have developed a whole school assessment and reporting schedule which outlines the expectations, standards and targets for the students and their learning.

Reading	
Continue to build the capacity of staff to teach reading through the implementation of *Reading to Learn* as a pedagogical process for our whole school approach to teaching Literacy (Reading and Writing) with Prep, Year 1 and 4 teachers trained in 2016	Achieved
Implementation of the Australian Curriculum English through Reading to Learn and Learning to Read – provision of collaborative planning sessions with Head of Curriculum and Master Teacher to facilitate rigorous moderation process across and beyond school	Ongoing
Implement peer observation, feedback and coaching cycle using a triad model across the school.	Achieved/ongoing
Analysis and Use of data	
Further embed processes of collecting, analysing and tracking student data to ensure all students are achieving their goals	Achieved
Ensure an effective review cycle is in place for Individual Curriculum Plans (ICPs) for students with disabilities (including students achieving significantly below year level expectation)	Achieved
Culture for Learning	
Employ Key Teacher – Engagement through I4S funding to lead the implementation of revised Responsible Behaviour Plan review and a new framework for PBL	Achieved
Develop and implement a consistent approach to the case management of identified (behaviour, well-being, attendance) students.	Achieved
Focus on well-being of students through Kidsmatter and the establishment of a Health and Well-Being committee. Development of	Achieved

Future Outlook

In 2017 we will continue to focus on the priorities of reading, analysis and use of data, and culture for learning through consistent teaching protocols and coaching and feedback.

Priorities	Targets	Timelines
Systematically teach reading within and across the Australian Curriculum	80% C or above in English	Ongoing – English first
Develop expert teachers of reading and implement high impact strategies	Increase number of students meeting school reading targets	End 2017
Build teacher capacity for data analysis and use and Putting Faces to the data	Increase number students in U2B, and meeting school reading targets	End 2017
Improve attendance from 93% to 95%	95%	End 2017
Embed Positive Behaviour for Learning – move to implementation of Tier 2 – increase student engagement	SOS S2047 100% Reduction in behaviour incidents and SDAs	End 2017
Strengthen transition to school	95% parents recommend school	End 2017

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)
2014	624	297	327	36	92%
2015*	570	288	282	35	95%
2016	585	304	281	38	96%

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

In 2016, our school had 23 classes. Our enrolment has increased slightly this year, with 96% continuity of enrolment. We are very proud of our diverse school population and the strong sense of community that is felt throughout our school. Our diverse school population includes students from a range of socio-cultural, economic and linguistic backgrounds. We are proud of the diverse cultures represented within our school community, with 26 different languages spoken at home, EAL/D students represented about 40% of the school population. Our Indigenous student population represents approximately 5% of our total school population. In 2016, approximately thirty of our students were included in the Special Education Program. Our SEP program provided support for students with disabilities, including Autistic Spectrum Disorder, Speech Language impairment, Intellectual Disability, Hearing Impairment, and Physical Impairment.

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	25	23	23
Year 4 – Year 7	26	25	25
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

Collingwood Park State School is focused on maximising teaching and learning experiences that allow students to engage in and attain the standards described by the Australian Curriculum. The Whole School Curriculum Plan specifies the core curriculum in the areas of English, Mathematics, Science, Geography, History, Technology, The Arts, Languages Other Than English, Health & Physical Education.

In 2016, we continued our journey towards adopting a whole school pedagogical approach underpinned by the *Reading to Learn* methodology (Rose, 2016). In 2016, all teachers in Prep, Year 1 and Year 4 attending training, whilst the Year 2 and 3 teacher trained in 2015, received ongoing coaching and feedback. *Reading to Learn* integrates literacy learning and curriculum learning, with benefits in enhanced reading and writing outcomes for all students.

Co-curricular Activities

- Student leadership initiative – with a focus on leadership development
- Swimming lessons
- Science and Technology extension program through
- Instrumental music program – Years 4-6 inclusive of concert band ensemble and performance opportunities
- Extension music competitions
- Junior and Senior Choral program and performances including Choral Fanfare and local
- Premier's Reading Challenge
- Media Club **–** over the course of the year documented important events and successfully published the 2016 School Yearbook
- Supported play options focusing on social and emotional wellbeing – Lego club, Beebot club, colouring-in, homework club,
- Wide range of extension Activities - Collingwood Park State School offers students the opportunity to participate in range of academic competitions such as ICAS (English, Maths and Science), Maths Team Challenge, Maths Olympiad, Goethe Verse Speaking Competition, writing and art competitions, OPTI-Minds and Readers' Cup - A school-based literary competition for all Year 5 and 6 students.
- Interschool and district sports
- Sporting clinics – AFL, Rugby League, Oz Tag
- School Camps Year 5 (Maroon Dam) and 6 (Canberra)
- Ipswich City Council – Healthy Active School Travel program – over 300 students, parents and staff participated in each of our Walk/Ride to School days.
- Ipswich City Council – Poetry Feast – Poet in residence program – a number of students were mentored by a renowned poet in the writing of poetry.
- Participation in the STEM Science Program and Kids STEM Convention - students in Year 4 and 5 competed in a STEM challenge, with a culminating competition held at University of Queensland.

How Information and Communication Technologies are used to Assist Learning

At Collingwood Park State School, we understand that the teacher is the most essential asset in student instruction and their discerning use of ICT as a tool for learning will best equip students for success in an ever changing digital world. Collingwood Park State School has a bank of mobile devices (tablets and laptops) that have been purchased by the school and P & C. The mobile devices are utilised by classroom teachers in both whole class and small group instruction. Each learning space (including library, classrooms, multi-purpose rooms) have an interactive whiteboard that can be used in conjunction with class and teacher laptops. Wireless capacity is accessible throughout the entire school campus.

Teachers use computers and associated equipment to plan, teach and assess, and students use computers and associated equipment to research, present, demonstrate, practice, consolidate, communicate, organize and acquire new knowledge. Each classroom has the capacity to provide ICT integration in learning activities. In addition, students can access 'Reading Eggs' on demand to complement their learning in literacy. These programs also allow for access at home. A number of classes also participate in on-line numeracy competitions, such as 'Sumdog'.

An ICT support teacher and technology technician are employed approximately one day per week to oversee the operational system of implementing and maintaining ICT hardware and resources within the school, including assisting in the implementation of safe ICT practices, in-servicing staff on IPADs, CFT's tools, policies and timetables. All teachers have access to the CPR (Contemporary Practice Resource) on the Learning Place for teacher professional development.

Social Climate

Overview

Collingwood Park State School places a high priority on staff and student wellbeing and the continuity of the reputation as a great school. Teachers develop safe and supportive learning environments by building positive relationships with their students and involving parents as partners in the teaching and learning process.

Our Responsible Behaviour Plan for Students provides the expectations for developing responsible behaviour at our school. Central to our plan are the four school values that have been embraced by our school community: Co-operate, Attend, Respect and Excel. These values form the basis on which our school rules and expectations are formed and aligned. These values are both consistently and regularly promoted within the school, which continues to have a positive impact on student behaviour, manner and attitude. Students are acknowledged for demonstrating the school values on our weekly assembly. Both parents and students report positively on Collingwood Park State School as a caring and safe place. In the 2015 School Opinion Survey 100% of parents responded that they were satisfied that their child felt safe and liked going to this school.

We have a commitment to implementing a consistent school-wide approach through Positive Behaviour for Learning. In 2016 we employed a full-time Key Teacher – Engagement to provide instructional coaching and support to staff in creating and maintaining a safe, supportive and disciplined learning environment. Our school proactively responds to and addresses any instances of bullying that have been identified and we have strong whole-school inclusive approaches to support the diverse range of students.

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A Breakfast Club is operated 4 mornings per week by a group of volunteers, funded by a local service club. A Student Welfare Officer, funded through a Federal Government Grant has been a very successful addition to our school support system.
A number of lunchtime activities including: dance, games room, supported play on our oval, robotics club, construction club, Lego club, homework club and computer club add to the climate of caring and belonging. Students are involved in a Buddy program and provide support to our younger students in the school
We also believe that it is essential to recognise and celebrate the positive behaviours and achievements in our school community. Weekly assemblies are held as one way of celebrating student behaviour and achievements. Students need to see themselves as having an important role in ensuring that their school environment is a safe, pleasant and happy place to learn.

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)	88%	93%	97%
this is a good school (S2035)	90%	89%	94%
their child likes being at this school* (S2001)	100%	93%	100%
their child feels safe at this school* (S2002)	94%	87%	100%
their child's learning needs are being met at this school* (S2003)	88%	93%	88%
their child is making good progress at this school* (S2004)	100%	90%	91%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	82%	91%
teachers at this school motivate their child to learn* (S2007)	94%	96%	91%
teachers at this school treat students fairly* (S2008)	84%	86%	94%
they can talk to their child's teachers about their concerns* (S2009)	91%	93%	89%
this school works with them to support their child's learning* (S2010)	88%	79%	91%
this school takes parents' opinions seriously* (S2011)	77%	73%	87%
student behaviour is well managed at this school* (S2012)	78%	75%	85%
this school looks for ways to improve* (S2013)	88%	93%	91%
this school is well maintained* (S2014)	91%	90%	86%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	98%	100%
they like being at their school* (S2036)	99%	97%	96%
they feel safe at their school* (S2037)	100%	96%	95%
their teachers motivate them to learn* (S2038)	99%	97%	97%
their teachers expect them to do their best* (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	99%	95%	98%
teachers treat students fairly at their school* (S2041)	98%	88%	96%
they can talk to their teachers about their concerns* (S2042)	98%	90%	95%
their school takes students' opinions seriously* (S2043)	96%	93%	96%
student behaviour is well managed at their school* (S2044)	98%	91%	98%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school looks for ways to improve* (S2045)	100%	97%	100%
their school is well maintained* (S2046)	100%	97%	98%
their school gives them opportunities to do interesting things* (S2047)	99%	98%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	100%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	94%	96%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	86%	82%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	87%	100%	92%
staff are well supported at their school (S2075)	94%	93%	100%
their school takes staff opinions seriously (S2076)	97%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	94%	93%	88%
their school gives them opportunities to do interesting things (S2079)	97%	100%	92%

* 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

Collingwood Park State School has a proud history of delivering quality education that is focused on the best possible outcomes for students. The school is supported by a motivated P & C who are invested in a partnership approach to education. This partnership strengthens the community feel that exists at our school.

The P & C and the parent body work collaboratively with the staff to maximise the learning experiences for all students. In consultation with our school community we have developed a Parent and Community Engagement Framework. Parent and community involvement is a key aspect of maintaining a strong community spirit in our school setting. Parents and community members make valuable contributions to the education of students through:

- Assisting in class lessons as volunteer helpers

- Attendance at parent teacher interviews

- Actively participating in decisions around adjustments required to assist students to access and participate in the school

- Actively supporting the Parents & Citizen's Association

- Participating in Parent Workshops conducted by staff in the areas of literacy, cyber-safety, building student resilience etc.

- Attendance at Sporting Events, Cultural Performances, ANZAC Day Ceremonies, weekly Assemblies and a multitude of other school events throughout the year, including our very successful Art Show, Under 8s Day, and Grandparents Day

- Participation in the Parent Class Representative Program for each class which involves assisting teachers to communicate with the parent group; working to foster a sense of community within class groupings by coordinating getting to know you events; welcoming new families to the school

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.The school's Responsible Behaviour Plan and wellbeing framework is underpinned by You Can Do It and Kids Matters which incorporate opportunities for students to reflect on their personal safety and awareness, including identifying and

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responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

The Respectful Relationships education program focuses on influencing positive behaviours to prevent undesirable social consequences. This is done by supporting students to develop social behaviours that lead to equitable and respectful relationships. The Department of Education & Training provide the tools and resources to support the Respectful relationships program.

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	52	37	48
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

Environmental sustainability is a clear focus for our school. A range of school and classroom activities have been implemented to lessen our environmental footprint. These include the active pursuit of reduction of the use of paper, monitoring of solar panels and renewed focus on turning off lights and air-conditioning when not in use. Our school newsletter is now delivered electronically to 85% of our families. Staff and students continue to maintain links with the wider community in order to reduce our environmental impact. We maintain a strong relationship with Ipswich City Council and HAST initiatives to create and participate in activities such as Walk/Ride to School and Safe Travel, which are strongly supported each term.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	152,714	0
2014-2015	146,063	
2015-2016	147,061	676

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

School name   **GO**

Suburb, town or postcode

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

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	46	22	0
Full-time Equivalents	37	16	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	4
Graduate Diploma etc.**	7
Bachelor degree	32
Diploma	2
Certificate	1

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $68463.

The major professional development initiatives are as follows:

- 8 day Reading to Learn program was undertaken throughout the year by Master Teacher, Principal and all Prep, Year 1 and Year 4 teachers, ongoing coaching for Year 2 and 3 teachers trained in 2015

- Peer coaching program – 2 day workshop for a further 6 staff members, with on-going coaching from lead coach

- Peer observation and feedback program with all teaching staff equivalent to ……….

- Building capacity of teachers understanding of the Australian Curriculum English through collaborative planning, calibration and consensus moderation practices

- Reading – assessing and planning for reading

- Powerful learning and curiosity – high expectations and authentic relationships; harnessing learning intentions, narrative and pace;

- Leadership coaching

- Data literacy

- Metropolitan Leaders of Learning Forums

- Workplace Health and Safety – including First Aid and CPR, Student Protection, Code of Conduct, Mindfulness,

- Positive Behaviour for Learning training and Behaviour Management

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.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% 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).	91%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	89%	88%

*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.

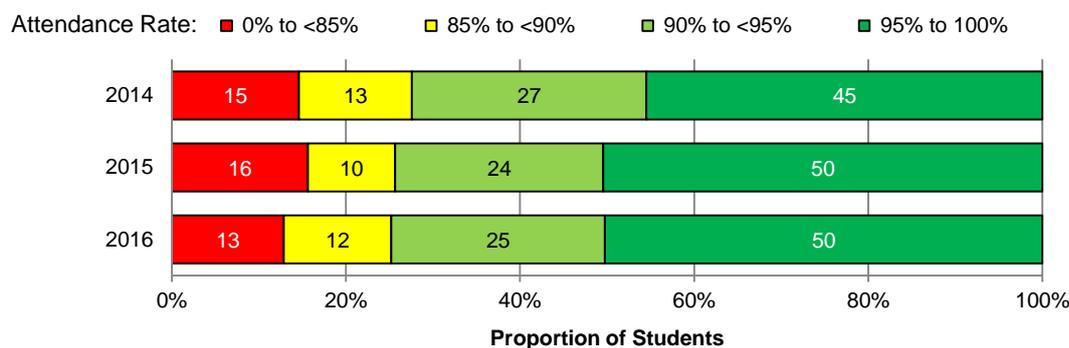The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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	89%	94%	91%	92%	91%	93%	92%	90%					
2015	92%	92%	94%	93%	93%	92%	93%						
2016	93%	92%	93%	94%	93%	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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	15	13	27	45
2015	16	10	24	50
2016	13	12	25	50

Proportion of Students (0% – 100%)

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.

At Collingwood Park State School we promote 100% attendance by:
• Implementation of the Collingwood Park State School Attendance Policy
• Development of a safe and supportive school environment and learning culture that promotes positive relationships, including the implementation of programs to develop social skills (numerous Supportive Play options, Student Welfare Officer, Buddy Classes) and to provide support mechanisms for families (Guidance Officer, Queensland Police, Department of Child Safety, CYMHS, MYCP)
• Consistently recording and following up unexplained student absences
• Monitoring of the school's attendance data to identify absenteeism trends and individual students with high levels of absenteeism
• Promote high expectations for school attendance to the school community by communicating that higher school attendance is associated with higher student achievement (school newsletter, parent meetings, school website, Facebook and Assembly).
Letters to parents illustrating their child's attendance along with graphics highlighting the impact of missing even one day per week are sent regularly. Class rolls are marked electronically twice daily by the class teacher, with late slips issued to children who arrive after the start of the school day. Parents
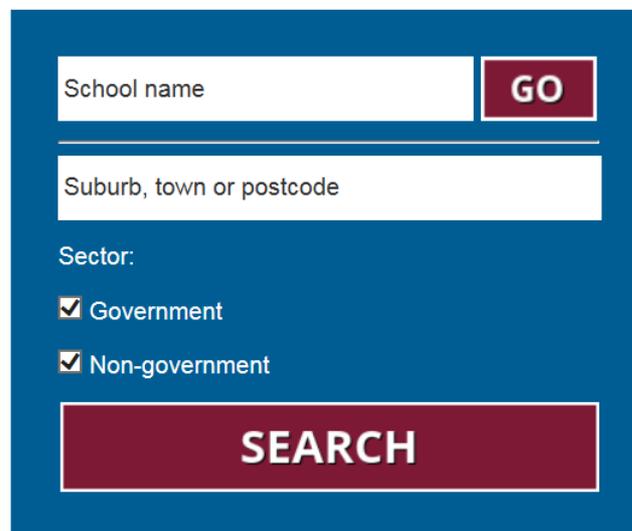
must sign children out if they intend to take their children home early. In 2016, we employed a Key Teacher Engagement and an administration officer to assist in improving attendance and decreasing the number of unexplained absences. In Semester 2, we implemented a SMS messaging system, which automatically sent parents/carers a SMS if their child was absent and we were not advised. This message was followed up by phone, on the same day. Letters are also sent to parents if absence is unexplained for two days. Parents of students who have high absenteeism are contacted by telephone by a member of the school administration team, with home visits conducted when necessary.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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.**

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.