Mount Gravatt East State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

Queensland
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School Overview

At Mount Gravatt East State School our goal is to provide high quality education that makes a positive difference to the lives of all our students. We strive to support our students to enable them to contribute to a socially, economically and culturally vibrant society in the future. Mount Gravatt East State School is an inclusive, co-educational state primary school. We enjoy the many benefits of being a relatively small school, where individuals are valued and encouraged to participate to the best of their ability. All members of our school community are expected to support our Responsible Behaviour Plan for Students and our Code of Conduct. Our values and beliefs are based on mutual respect for ourselves as individuals, other school members, and our school space and belongings. We develop social cohesion by celebrating Australian culture and tradition and students here are encouraged to display cultural respect, civic duty, problem solving skills and a desire to participate. As our school motto says, we must strive to be 'Our Best Always'.

Principal's Forward

Introduction

School Progress towards its goals in 2016

In 2016, Mount Gravatt East State School continued its tradition of high standards and high expectations, delivering quality education to students. Student achievement and improvement is the driving focus of staff and school efforts.
I am very proud to be the Principal of this great school and am equally proud of the hard work, efforts and achievements of staff, students, parents and school community. This School Annual Report provides information about Mount Gravatt East State School's activities, performance and achievements during the 2016 school year and provides data across the following key areas:

- **School progress towards its goals in 2016**
- **Future outlook**
- **Our School at a Glance**
- **Our staff profile**
- **Performance of our students**

School progress towards its goals in 2016

Mount Gravatt East State School continued to realise our motto of "Our Best Always" in 2016 – a year of significant achievement for our school.

One significant highlight in 2016 was our school's performance in Year Five Reading, the focus of our *Explicit Improvement Agenda*. Data shows the **Mean Scale Score** for this area increased significantly from 2015 and was above the Nation.
In this same focus area of Reading, our **Upper 2 Bands** (a measure of high level achievement)
percentage was our highest ever in Year 5 (40.7%) in the eight year history of NAPLAN.
We set high targets in NAPLAN in terms of Reading and it was both pleasing and rewarding to see the efforts of our students and staff translate into the achievement (and beyond) of these targets.

Increased parent support of our Reading Program through high levels of participation and support for our Before School Reading Program.

While these are results that we can all be very, very proud of, at Mount Gravatt East State School we strive to ensure balance, context and purpose are given to learning and the focus is on the "whole child". Opportunities are provided for, nurtured and valued in the following areas:
 Academic; Arts; Community; Cultural; Sporting and Wellbeing.

In summarising our progress against these areas in 2016, it is exciting to note some of the following highlights:

Continuation of the Positive Behaviour for Learning (PBL) program, ensuring positive behaviour is
recognised and rewarded, leading to a stronger and more supportive learning community. An example of this is 100% on the SET data (feature and implementation scores)

Continued involvement in interschool sporting competitions for students from Years 4, 5 and 6

Continued improvement in reading and writing

Mount Gravatt East State School staff continued to work to build sustained improvement in the learning of all students. In 2016, significant work was undertaken in the staff coaching and feedback program to better enhance and support teacher skills and capabilities. Our school sought to further develop teacher knowledge and the consistency in delivery of school priorities through the continued implementation of both the school Reading and Writing Programs.

Future Outlook

Please see our annual Improvement Plan below:

Annual Implementation Plan 2017

School Improvement Priorities 2017

Priority One: Reading

Strategy: Implementation of intense intervention in reading to improve reading of students below targets.			
Actions	Targets	Timelines	Responsible Officer/s
➢ Align reading data with absences. Immediate telephone contact and follow up letters to parents.	100% students attending	Term One	Teachers/Hoc/Principal
➢ Identify students using current data and case manage students using high impact strategies. (6 week cycle) ➢ Target indigenous students/ students in care.	Improve PM levels- +2	Term One	Teachers/Hoc/Principal/STL&N
➢ Deploy teacher- aides to students for small group and one on one instruction	Improve PM levels- +2	Term One	Teachers/Hoc/Principal/STL&N
➢ STlan to provide support in reading and comprehension.	Improve PM levels- +2	Term One	STL&N
➢ Provide tutoring before school	Improve sight words by reading words in context	Term One	Teacher aides/STL&N/Teachers/HoC/Principal

Strategy: Implement an enrichment program that targets at level and high ability readers.			
Actions	Targets	Timelines	Responsible Officer/s
➢ Enrichment for higher ability readers through a differentiated approach via the whole school reading program	Increase A and B students in English from 38.6% to 45% Year 3:Increase the percentage of students in NAPLAN U2B in reading from 27.5% to 40%. Year 5:Increase the percentage of students in NAPLAN U2B in reading from 40.7% to 50%	Semester 1	Class teachers/STL&N
➢ Explicit teaching of high impact reading strategies and higher level comprehension skills for all grade levels.	Increase C and B students in English from 62.1% to 68%	Semester 1	Class teachers

Priority Two: Writing

Strategy: Implement an enrichment program that targets high ability writers.			
Actions	Targets	Timelines	Responsible Officers
➢ Year 3 and Year 5 teachers to implement high impact strategies in writing.eg success criteria, conferencing and feedback model.	Increase A and B levels Increase Year 3 U2B from 38.9% to 50% and Year 5 from 22.2% to 40%	Twice weekly	Stlan
➢ Maintain consistent moderation processes ➢ External moderation x 2 ➢ Internal moderation x 2	Increase A and B students in English from 38.6% to 45%	4 times a year	HOC
➢ Implement demand writing for identified students	Increase A and B students in English from 38.6% to 45%	Once a week	HoC
	Increase A	Semester 1	Literacy

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	Targets	Timelines	Responsible Officer/s
➢ Develop teacher quality in writing by coaching	and B students in English from 38.6% to 45%		coach/HOC
➢ Register G+T writing workshops- resident author	Increase A and B students in English from 38.6% to 45%	Twice a year	HOC
➢ Implementation of Prep daily writing programme.	Term targets	Yearly	Prep teachers/ Literacy coach

Priority 3: Positive School Culture for Learning

Strategy: Build capacity in Positive Behaviour for Learning Team- Implement Tier 2			
Actions	Targets	Timelines	Responsible Officer/s
➢ Maintain and enhance formalized induction of new staff in Tier 1 PBL policy and procedures	100% of staff demonstrating PBL practices	From start of 2017	PBL mentors
➢ Undertake Tier 2 training to facilitate development of Classroom Problem Solving sub-group (trial, review, formalise) and	Training of two staff on Tier 2 Create sub-group	End of semester one Term 3	PBL mentors Principal PBL mentors
➢ **School wide implementation of "zones of regulation" to support student well-being**	all staff	Term 3	PBL mentors
➢ Internal coaching to build capacity in Tier 1 Leadership transition.		End of Semester One	PBL mentors

Our School at a Glance

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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: **282**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	261	138	123	37	90%
2015*	265	127	138	26	91%
2016	276	134	142	28	92%

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
Mount Gravatt East State School has a diverse student population in terms of culture and language background. We have slightly more boys than we do girls. At present there are 12 classes from Prep to Year 6. Our school continues to increase the number of students in the early phase of learning.

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	24	23	24
Year 4 – Year 7	27	27	26
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

Key Learning Areas: English, Mathematics, Science, HASS, Health and Physical Education, Design and Digital Technology, The Arts (Media, Visual Arts, Drama, Dance Music), Languages Other Than English (Japanese)

 Literacy and Numeracy

 Early Years Framework (Prep) – Social and Personal Learning, Health and Physical Learning, Active Learning Processes

 Information Communication and Technology instruction provides access to resources, competitions and EdStudios.

 Positive Behaviour and Learning lessons

 Instrumental Music – (Strings, Woodwind, Brass and Percussion)

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☐ Ukulele enrichment group

☐ LOTE enrichment group

☐ Swimming Lessons: Terms One and Four (Prep to Year 6)

☐ Interschool, Intra-school, District and Regional Sporting trials and competitions

☐ Student Leadership Program e.g. Student Council, Library Monitors, Sports Captains, Music Leaders, School Captains.

☐ Excursions

Extra
Co-curricular Activities

- Year 5/6 Camp – Kindilan Outdoor Challenge Camp

- Science Club – after school

- Science 'Hands-On Minds-On' Day

- Maths Enrichment Day

- Drum and Fife Marching Band offered for students from Prep to Year 6

- Instrumental Music Camps

- Interschool sports – Soccer and Netball

- P&C Association Events – Lap-a-thons, Monthly Munchies

- Chaplaincy Program, lunch time activities, breakfast club and individual support

- Enrolment and Prep Information Sessions and Transition Mornings, activities with C&K

- Mathematics Tournament – selected senior students

- Science Extension Program – Cavendish Road High School

- Under 8s Day

- Events: Book Week, NAIDOC Week, Science Week, Life Education Van

- All Schools Touch Football (Winners 2016)

- Leadership Day for School Leaders

How Information and Communication Technologies are used to Assist Learning

At Mount Gravatt East State School, teachers are committed to the continual development of ICT capabilities for both themselves and their students. ICT capabilities are taught within all curriculum areas for students this involves learning to make the most of the digital technologies available and adapting to new ways of doing things as technologies evolve. Teachers are providing learning environments where their learners' knowledge is deepened, transformed and created through the effective use ICTs. Classroom teachers and the Digital Technology Coach provide explicit teaching in the selection of suitable ICTs for investigating, creating and communicating within specific tasks. This teaching also covers expectations for safe use and practice.

Each classroom is equipped with an Interactive Whiteboard, Wi-Fi, CFT Laptop and a pod of six Ipads. All classes have access to an Information Station with a pod of twelve desktop computers, a computer lab with 26 computers (including 8 new laptops), a number of digital cameras and voice recording devices. The senior classes have a laptop pod with sixteen laptops that can be used within the classroom as well as two MacBook laptops for video and photo editing.

Professional development for teachers in the explicit teaching and use of ICT capabilities and Digital Technologies has been provided through the purchase of a Digital Technology Coach. The role of the coach is to build teachers' ICT capabilities and provide coaching and mentoring in implementing the new key learning of Digital Technology.

Digital Technologies build on and extends ICT, moving students from technology consumers to creators. This new subject develops knowledge, understandings and skills of the underlying concepts of information systems, data and computer science. Digital Technologies encourages students to design and create digital solutions that solve problems taking their preferred futures into consideration. It must be assessed and reported at least once every two years.

At MGESS students are supported to create digital solutions to solve problems by learning the underlying concepts of computer science and information systems. This means regardless of the form digital technologies take in the future students will be equipped with the knowledge, understanding, processes and productions skills to solve complex tasks with digital solutions. Students are taught in P-2 computational thinking through the introduction of algorithms and basic visual programming to turn these algorithms in to code. Students in 3-6 build on their computational thinking and visual programming skills.

Digital technologies currently being utilized at MGESS include desktops, laptops, bee-bots, various coding apps on ipads, scratch offline, Edison robots and Lego storm robotics kits, makey-makey and a variety of unplugged resources that support learning.

Social Climate

Overview

Mount Gravatt East State School has a consistent and structured approach to behaviour management. The school uses Positive Behaviour for Learning systems. Our vision is '*High expectations, inclusive and engaging education, achieving in a safe and respectful community'.* We endorse the following expectations; '*Be Safe, Be Respectful and Be a Learner'.* As our school motto says, we must strive to be 'Our Best Always'. All staff are trained in many proactive behaviour programs including Essential Skills in Classroom Management and Non Violent Crisis Intervention Management. We value the explicit teaching of our three expectations as an integral part of every classroom program.

The provision of quality teaching and learning experiences at Mount Gravatt East State School is dependent on students and staff members striving to meet our high expectations and the maintenance of a supportive school environment. The school has a documented Responsible School Behaviour Plan for all members of our school community.

Students are regularly rewarded with many incentives, including certificates, wrist bands, prizes, buzzes. We regularly acknowledge students for striving for excellence.

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)	100%	100%	96%
this is a good school (S2035)	100%	92%	96%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	96%	100%	100%
their child's learning needs are being met at this school* (S2003)	88%	100%	96%
their child is making good progress at this school* (S2004)	92%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	92%	92%
teachers at this school motivate their child to learn* (S2007)	96%	100%	96%
teachers at this school treat students fairly* (S2008)	96%	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	92%
this school works with them to support their child's learning* (S2010)	88%	85%	100%
this school takes parents' opinions seriously* (S2011)	85%	85%	96%
student behaviour is well managed at this school* (S2012)	81%	100%	92%
this school looks for ways to improve* (S2013)	96%	100%	96%
this school is well maintained* (S2014)	92%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	100%	100%	97%
they like being at their school* (S2036)	93%	98%	98%
they feel safe at their school* (S2037)	96%	97%	100%
their teachers motivate them to learn* (S2038)	95%	100%	100%
their teachers expect them to do their best* (S2039)	98%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	98%	98%
teachers treat students fairly at their school* (S2041)	89%	93%	97%
they can talk to their teachers about their concerns* (S2042)	91%	95%	97%
their school takes students' opinions seriously* (S2043)	93%	92%	97%
student behaviour is well managed at their school* (S2044)	70%	97%	98%
their school looks for ways to improve* (S2045)	96%	100%	97%
their school is well maintained* (S2046)	91%	100%	98%
their school gives them opportunities to do interesting things* (S2047)	98%	98%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	95%	100%	95%
they feel that their school is a safe place in which to work (S2070)	95%	100%	95%
they receive useful feedback about their work at their school (S2071)	89%	93%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	94%	100%
students are encouraged to do their best at their school (S2072)	95%	100%	100%
students are treated fairly at their school (S2073)	95%	100%	90%
student behaviour is well managed at their school (S2074)	89%	100%	95%

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Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
staff are well supported at their school (S2075)	89%	100%	90%
their school takes staff opinions seriously (S2076)	95%	100%	90%
their school looks for ways to improve (S2077)	95%	100%	100%
their school is well maintained (S2078)	95%	100%	95%
their school gives them opportunities to do interesting things (S2079)	84%	97%	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

The staff members of Mount Gravatt East State School are committed to maintaining productive partnerships with parents. Parent feedback and input was sought via our P&C Association, Parent Teacher Meetings, Positive Behaviour for Learning meetings, School Events, The School Newsletter and daily conversations with community members.

The P&C Association is actively involved in Out of Hours School Care, Monthly Munchies, Uniform Shop, Drum and Fife Marching Band and Fundraising.

At the school level parent involvement is encouraged at Parent Information Evenings, Parent Teacher interviews, workshops, assemblies, performances and sporting events.

In 2016 the school held a very successful Bush Dance, attended by approximately 500 parents, students and teachers. The evening provided a chance for teachers and parents to informally chat about the future direction of the school.

Parents are welcomed as classroom helpers in a variety of roles and regular communication between staff and parents is an integral part of life in our school.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We use the Daniel Morcombe Program across Prep - Year 6 as part of our Health Curriculum to build student awareness of reacting and reporting. Many of the concepts relating to Respectful Relationships fall under the umbrella of Positive Behaviour for Learning (PBL) with lessons reviewed and designed to suit our context each term.

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	15	10	12
Long Suspensions – 6 to 20 days	1	1	0
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.
**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

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At Mount Gravatt East State School we have nineteen water tanks that supply the school with water for cleaning and watering our grounds. We have solar panels on our Block A buidling and Cardiff Air fans in our school hall and library to reduce our usage of electricity.

Staff and students are encouraged to turn off lights when leaving rooms, shutdown computers or set to stand by, turn off power outlets and open windows to utilitse natural airflow rather than fans.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	96,193	703
2014-2015	3,248	1,270
2015-2016	90,664	602

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

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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

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	21	20	<5
Full-time Equivalents	17	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	1
Graduate Diploma etc.**	2
Bachelor degree	16
Diploma	1
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 $24 396.26.

The major professional development initiatives are as follows:

Lyn Sharatt – Putting Faces on the Data

Analysis of data

Positive Behaviour for Learning

Inter-school planning and moderation

Digital Technologies

Specialist Service providers – Occupational Therapy, Speech Pathologist

Coding

Non-Crisis Intervention Training

Numeracy

Creating units of work based on data

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.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 80% 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).	92%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	92%

*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.

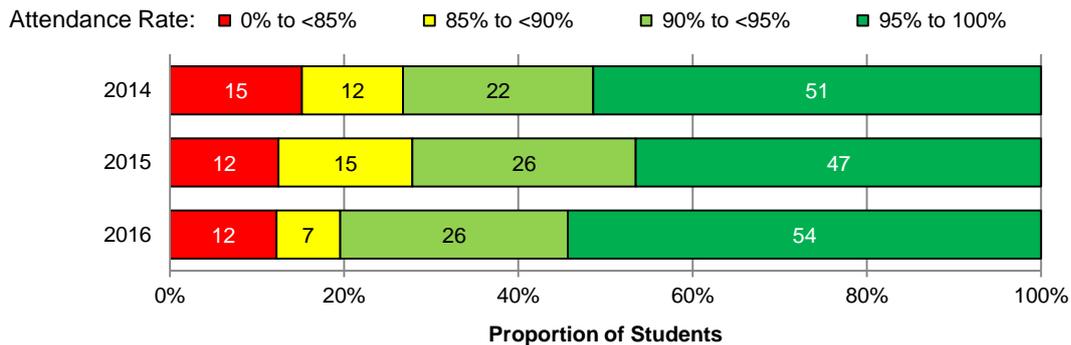The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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	90%	92%	89%	93%	90%	95%	93%	94%					
2015	92%	91%	93%	92%	92%	94%	95%						
2016	94%	93%	94%	93%	93%	95%	95%						

*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:

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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	12	22	51
2015	12	15	26	47
2016	12	7	26	54

Proportion of Students

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 Mount Gravatt East State School class rolls are marked twice daily, by 9:00am and immediately after second break at 2:00pm.

When students are going to be absent from school for more than three days we request that parents notify the school in writing.

For daily absences parents are requested to phone the student absentee line or register the absence by email, to explain their child's absence.

If students are away for more than three consecutive days without notification, our school office will contact parents to ascertain students' whereabouts and safety.

Same day notification is also in place. After the morning rolls are marked, parents of all absent students are sent an SMS asking them to notify the school with a reason for the absence.

National

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.**

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.

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.