



Ipswich West State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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



## Contact Information

Postal address:	Cnr Omar & Keogh Streets West Ipswich 4305
Phone:	(07) 3813 5222
Fax:	(07) 3813 5200
Email:	0366_admin@eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Administration Officer, Head of Curriculum Student Services or Principal

## School Overview

Ipswich West State School is a primary school (P-6) with high standards for a fulfilling, high quality education and school life.

Located close to the heart of the city centre of Ipswich, we are a school moving from strength to strength seeking to excel in our students' learning, attendance, positive behaviour and conduct.

With an enrolment capacity of 260 students and only one-and-a-half to two classes per year level, we are fortunate to have a close, supportive school community in which every student is known and catered for. We provide our students with the opportunities for a fulfilling school life, equipping them with the knowledge and skills needed for future schooling and beyond.

We continue to work to ensure that we use the most effective teaching practices so that all students are achieving year level expectations and extended to reach their full potential, with a particular focus on literacy and numeracy.

Visit [www.ipswichwestss.eq.edu.au](http://www.ipswichwestss.eq.edu.au) for more information.

## Principal's Forward

### Introduction

The 2016 Annual Report outlines our continued progress and development, and includes:

- School progress towards its goals in 2016
- Future outlook
- School profile
- Curriculum delivery
- Social climate
- Parent and community engagement
- Environmental footprint
- Staff profile
- Performance of our students

## School Progress towards its goals in 2016

In 2016, progress was made in the school development areas of attendance, positive behaviour, reading, and teaching and learning. This included:

- Building staff capabilities through professional development, modelling and coaching, and establishing highly effective programs, processes and practices
- Developing, monitoring and supporting student achievement of literacy benchmarks
- Automatising and moving literacy skills into long term memory through warm ups
- Building teacher understanding of curriculum and assessment requirements
- Teaching students that their very important jobs are to learn and why that is important
- Recognising and rewarding achievement of learning milestones, appropriate behaviour and excellent attendance
- Implementing the Positive Behaviour for Learning program, including embedding processes for responding to, recognising and rewarding student behaviour
- Building a school culture in which every second of every day counts for student learning  
We achieved significant school advancement in 2016 in our priority areas of literacy, attendance and behaviour with our Year 3 students' literacy similar to the nation in all performance measures (mean scale score, upper two bands and national minimum standard) for the first time since national testing was introduced in 2008.

## Future Outlook

In 2017, we are focussed on embedding and enhancing effective programs and practices in the priority areas of:

- Teaching and learning, including extension of students
  - Continue to enhance teacher practices with
    - Explicit Instruction to teach
    - Warm Ups to automatise and move essential knowledge and skills into long term memory
    - Curriculum to the Classroom (C2C) resources to implement the Australian Curriculum
  - Build teacher capabilities to extend students in the You Do part of lessons
  - Offer curricular and extra-curricular extension opportunities to students
- Reading
  - Embed school wide highly effective practices for teaching reading
    - Jolly Phonics and Jolly Grammar
    - Magic Words
    - Affixes
    - Guided reading lesson template
    - Sheena Cameron's Reading Comprehension Strategies
    - Levelled Literacy Intervention to support students just below year level expectations
    - Extending students at and above year level expectations
  - Recognise and reward student achievement throughout the year and at quarterly Milestone Achievement Assemblies
  - Shared with parents throughout the year, at parent-student-teacher meetings and through Literacy Learning Profiles
- Extension
  - Building teacher capabilities to extend students in the You Do part of lessons
  - Offering curricular and extra-curricular extension opportunities to students
- Positive behaviour
  - Embed behaviour response procedure to recognise, reward and support students and minimise disruptions to learning
  - Review specific expectations in all areas
  - Establish program for teaching expected behaviours

- Implement Tier 2 of Positive Behaviour for Learning
- Attendance
  - Consolidate and embed culture and processes
  - Further investigate barriers for students attending school
  - Recognise and reward excellent attendance
- Uniform-wearing
  - Communicate and ensure the wearing of full school uniform

We are working towards advancing programs and practices in the priority areas of:

- Writing
  - Embed Jolly Phonics and Jolly Grammar
  - Continue SRA Spelling Mastery to Year 6
  - Develop the school Writing Framework and staff capabilities to implement this framework
  - Review and establish benchmarks and data collection tools to check students are achieving year level expectations and respond to student learning needs
- Numeracy
  - Embed Elementary Maths Mastery in Year 4-6
  - Establish and monitor student achievement of numeracy benchmarks

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	233	106	127	26	90%
<b>2015*</b>	235	110	125	31	93%
<b>2016</b>	247	112	135	26	90%

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

Ipswich West State School draws its student population predominantly from local Ipswich suburbs. Parents and carers are very supportive of their children's educations and the work of the school. Due to our size and strong community culture, parents, carers, staff and students work very closely to support students' learning. Many students are also involved in outside of school extra-curricular activities, such as sport, Scouts and dancing. Parents and carers work in a wide range of occupations and recognise the importance of education.

### 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	19	22	22
Year 4 – Year 7	28	27	28
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

Students are taught the Australian Curriculum using Department of Education Curriculum to the Classroom (C2C) materials and a range of high quality programs and practices, including:

- Explicit Instruction
- Warm ups to revise and automatise knowledge and skills
- Jolly Phonics
- Jolly Grammar
- Magic Words sight words
- SRA Phonemic Awareness
- SRA Spelling Mastery
- Levelled Literacy Intervention
- Guided reading
- Fleming Model of Effective Teaching
- Sheena Cameron's *Reading Comprehension Strategies*
- PM Benchmarking
- Probe Benchmarking
- Reading Eggs
- Cameron and Dempsey's *The Writing Book*
- Elementary Maths Mastery

### Co-curricular Activities

- Visual Art – Prep to Year 6
- Japanese – Prep to Year 6
- Technologies – Prep to Year 6
- Health and physical education – Prep to Year 6
- Instrumental Music – Year 4-6
- Stephanie Alexander Kitchen-Garden program – Years 3/4 and 4
- Sporting Schools program
- Inter-school sport – Year 5 to 6
- Swimming – Prep to Year 6
- Basketball – Year 5 to 6

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

ICTs are used in all year levels, with Curriculum to the Classroom resources often including digital resources, such as videos and learning objects. We subscribe to the very popular ABC Reading Eggs website, which also provides access for children at home. PAT (Progressive Achievement Tests) are conducted online, rather than on paper, allowing students to become familiar with the online test environment and enabling teachers to immediately analyse test results to plan for teaching and learning. Children access the internet and email in a supervised environment in their classrooms and the computer lab.

The Australian Curriculum: Technologies was introduced in 2016 with a specialist Technologies teacher. Students are learning to code using the Scratch program. These lessons are conducted in our computer lab and have added an enjoyable element to our curriculum.

The school maintains a comprehensive website and the School Facebook page is an important source of information, interaction and feedback. All formal school reporting to parents is generated electronically, using system templates with an additional Literacy Learning Profile provided to parents in the beginning of Term 2. The school newsletter is produced electronically, emailed and uploaded on the website every fortnight.

Ipswich West State School is a very well-resourced school and employs a system technician to maintain and develop the school's ICT infrastructure, which includes:

- A 28 computer lab
- Interactive whiteboards in every classroom
- Wireless network capabilities throughout classrooms
- Six iPads for classroom use
- Two iPads for students with special needs
- Computers for Teachers laptops for all teachers working more than one day per week
- Digital SLR cameras

In 2017, our Japanese language teacher is implementing a Department of Education Languages innovation and improvement grant to support the teaching of Japanese in Prep with iPad apps.

The server was upgraded in 2014 and in 2016 we connected to the National Broadband network. We have applied to the Department of Education to upgrade our wireless network and will then purchase more tablet devices and laptops embedding ICTs in classroom learning.

## Social Climate

### Overview

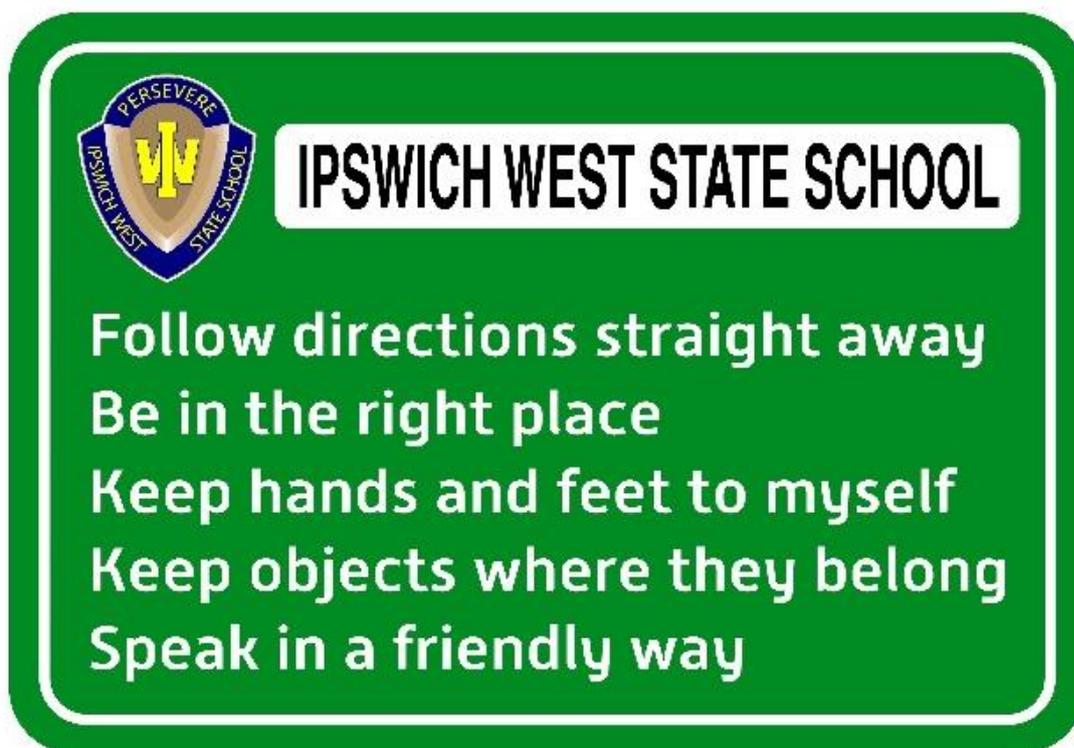
Ipswich West State School boasts a very supportive, positive school community. Staff members provide an excellent service to parents, carers and students, and most parents and carers provide excellent support to their children and our staff.

We are committed to ensuring that our school environment is a calm, orderly and safe learning environment, while recognising that students are still children and will sometimes make mistakes, from which we can help them learn.

The Ipswich West State School community has four qualities to best support our students now and prepare for them for their future:



We have very clear expectations about how students need to conduct themselves in our school environment. These expectations are communicated in our five rules:



Our school has a defined process for the teaching of behaviour expectations and places a priority on the teaching, practising and reinforcing of appropriate behaviour. This is very well supported by our school community.

Each week, we focus on, practise and reinforce a behaviour that relates to one of our school rules e.g. Be Safe – walk on hard surfaces. We believe that behaviour needs to be taught, practised with feedback, and positively reinforced by all staff members, with support from parents/carers, in order for consistency of practices and processes across the whole school, and to support student development. A whole school positive reinforcement system is in place in which students are recognised for conducting themselves appropriately.

Information regarding our school processes and practices are communicated to parents/carers through the Responsible Behaviour Plan, newsletters and the School Handbook.

Our Community Support Worker, Miss Carlotta, is an additional trusted adult who can assist students and families, and help them have the most positive school experience possible. She helps our students organise, run and attend extra-curricular initiatives, events and fundraisers, and connects parents and families with external support and opportunities.

## Parent, Student and Staff Satisfaction

Parent, student and staff satisfaction has led to increased enrolments in our school, greater need for our enrolment management plan, retention of high quality staff, and a positive school reputation and culture.

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015 <sup>^</sup>	2016
their child is getting a good education at school (S2016)	100%	86%	100%
this is a good school (S2035)	100%	93%	100%
their child likes being at this school* (S2001)	100%	93%	100%
their child feels safe at this school* (S2002)	100%	86%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	94%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	86%	100%
teachers at this school motivate their child to learn* (S2007)	100%	86%	100%
teachers at this school treat students fairly* (S2008)	100%	79%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	86%	100%
this school works with them to support their child's learning* (S2010)	94%	86%	100%
this school takes parents' opinions seriously* (S2011)	100%	79%	100%
student behaviour is well managed at this school* (S2012)	88%	86%	100%
this school looks for ways to improve* (S2013)	100%	86%	100%
this school is well maintained* (S2014)	100%	79%	98%

<sup>^</sup> In 2015, a statistically valid sample of parents was not collected due to the online nature of the School Opinion Surveys. In 2016, parents and carers were provided with the opportunity to complete the survey on school iPads while waiting to pick their children up in the afternoons and a statistically sufficient number of parents and carers completed the survey.

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	96%	96%
they like being at their school* (S2036)	92%	94%	92%
they feel safe at their school* (S2037)	89%	94%	96%
their teachers motivate them to learn* (S2038)	94%	96%	97%
their teachers expect them to do their best* (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	88%	96%	96%
teachers treat students fairly at their school* (S2041)	82%	90%	86%
they can talk to their teachers about their concerns* (S2042)	86%	89%	88%
their school takes students' opinions seriously* (S2043)	96%	89%	92%
student behaviour is well managed at their school* (S2044)	87%	86%	87%
their school looks for ways to improve* (S2045)	96%	96%	97%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their school is well maintained* (S2046)	94%	88%	97%
their school gives them opportunities to do interesting things* (S2047)	92%	88%	92%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	100%	100%
they feel that their school is a safe place in which to work (S2070)	95%	100%	100%
they receive useful feedback about their work at their school (S2071)	84%	95%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	62%	77%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	95%	100%	100%
student behaviour is well managed at their school (S2074)	94%	100%	100%
staff are well supported at their school (S2075)	95%	100%	100%
their school takes staff opinions seriously (S2076)	94%	100%	100%
their school looks for ways to improve (S2077)	95%	100%	100%
their school is well maintained (S2078)	84%	91%	93%
their school gives them opportunities to do interesting things (S2079)	95%	95%	93%

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

Ipswich West State School recognises the need for genuine partnerships between home and school. Parents and carers are encouraged to be active participants in their children's educations and to form important relationships with staff for the duration of their children's educations. Opportunities are available for parent involvement in a wide range of school activities including helping in the classroom, at events and in the P & C Association, which is a very active group. Parents and carers are often present at and involved in school activities.

The school website, newsletter and Facebook page are key tools for informing and involving parents, carers and the school community in their children's educations and school life. Formal parent-student-teacher meetings are held twice per year and information sessions are held at the beginning of each year to familiarise families with new teachers, classes and processes.

Parents, carers and community members are involved in our school throughout the year helping in the Kitchen-Garden program, with class activities such as changing home reading books, on excursions, and in the P&C. We recognise that many parents and carers work, so appreciate any involvement they have in our school.

Parents and carers often compliment staff members on the support they provide. Staff members actively do their best to support our students and their families and work in close partnership with parents and carers.

## Respectful relationships programs

The school has developed and implemented the following programs and principles that focus on appropriate, respectful and healthy relationships:

- Our four qualities – be respectful, responsible, resilience and safe
- Our five rules – follow directions straight away, be in the right place, keep hands and to feet to yourself, keep objects where they belong, speak in a friendly way
- The High Five – steps to follow when somebody is bothering you
- Reporting physical harm or threats of physical harm immediately
- Immediate time out for any physical harm and further consequences depending on the severity/malice of the incident
- Positive Behaviour for Learning which articulates clear expectations, processes and practices for responding to and rewarding student behaviour
- The implementation of the Daniel Morcombe Child Safety Curriculum

## 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	37	20	31
Long Suspensions – 6 to 20 days	1	0	2
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

Active efforts are made to minimise electricity and water use including reducing the use of air conditioning and turning off unused electrical items.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	63,024	2,618
2014-2015	27,776	4,322
2015-2016	57,040	2,864

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	16	15	0
Full-time Equivalent	16	10	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	-
Masters	1
Graduate Diploma etc.**	4
Bachelor degree	11
Diploma	-
Certificate	-

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$30 000.

The major professional development initiatives are as follows:

- Explicit instruction professional development
- Fleming's Model of Effective Teaching, including warm ups, professional development
- Jolly Phonics professional development
- Jolly Grammar professional development
- Spelling Mastery professional development
- Jo Lange's Beyond Telling Off professional development
- Queensland Curriculum and Assessment Authority workshops
- Sheena Cameron and Louise Dempsey's *The Writing Book* professional development
- Curriculum Leaders forums
- School leadership professional development
- Coaching and mentoring

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%	97%	96%

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

From the end of the previous school year, 100% 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).	90%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	92%	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%.

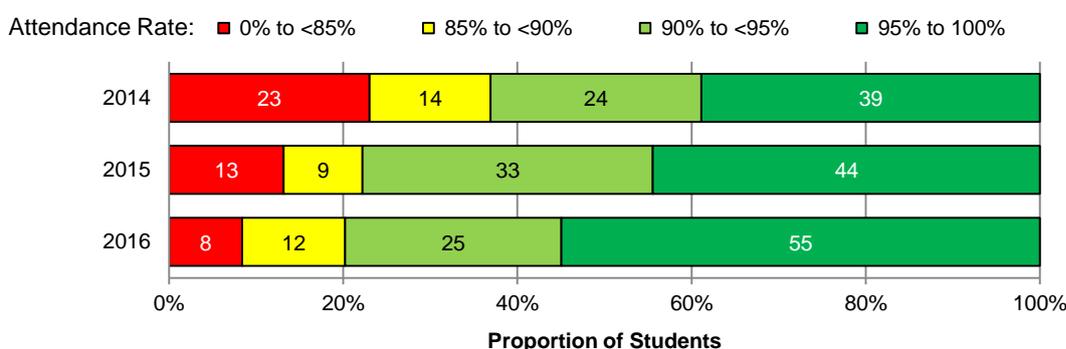
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	87%	90%	89%	92%	89%	91%	93%					
2015	93%	93%	91%	94%	91%	93%	95%						
2016	94%	94%	93%	93%	95%	92%	96%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Each parent of a child who is of compulsory school age must ensure that their child is enrolled and attends school on every school day for the educational program in which their child is enrolled unless the parent has a reasonable excuse. A parent of a young person in the compulsory participation phase must ensure the young person is participating full-time in an eligible option, unless the parent has a reasonable excuse.

As Prep is recognised as the first year of schooling in Queensland, parents whose children are enrolled in Prep should ensure they attend Prep on a full-time basis.

Parent responsibilities:

- ensure their child arrives at school or commences their educational program on time every day
- ensure their child attends school or their educational program every school day
- minimise disrupting their child's school day so their child has the best opportunity to learn
- provide their current contact details to the school to enable effective notification
- contact the school prior to any planned absences
- provide an explanation (preferably in writing) for each absence, either before or on the day of the absence, or as soon as practicable, in accordance with the school's communication processes. This may take the form of:
  - a medical certificate
  - a written explanation provided to the school via a note, email or text message containing the student's name, date of absence(s) and reasons for absence(s)
  - a verbal explanation to the school through either a phone call or visit to the school
  - any other form of communication agreed by the Principal.

- ensure their child follows the school's recommended processes and procedures for late arrival and early departure
- notify the school if their child will be late using the school's recommended communication processes. This may take the form of:
  - accompanying the child to the school
  - phoning the school
  - emailing or sending a text message to the school
  - providing the child with a signed and dated note.

<http://ppr.det.qld.gov.au/education/management/Pages/Roll-Marking-in-State-Schools.aspx>

### **Recognising and rewarding good attendance**

Classes with 95% or better attendance and/or at least one day with 100% attendance receive a token pizza piece on assembly to work towards a pizza party. Classes with very good attendance are also recognised in the school newsletter.

The school attendance graph is shared fortnightly in the newsletter.

Quarterly rewards are organised for students with 95% or better attendance. Sometimes, due to transport constraints, eligible students are randomly selected.

100% attendance certificates are presented at the Achievement Celebration Assembly at the beginning of each term.

### **Addressing persistent absences**

Absences are addressed through three levels of support and intervention:

1. Class teacher contacts parent/carer of students who are absent for three or more consecutive days, or where there is a pattern of persistent unexplained absences, or where a student's attendance rate is reasonably considered unsatisfactory to express concern, seeks a reason for the absence and offers help.

Class teacher sends out letters asking for explanations for unexplained absences.

2. Support teacher monitors and addresses students with 85% or less attendance.
  - Contacts parents/carers to express concern, seek a reason for the absence and offer help.
3. Support teacher prepares Department of Education attendance enforcement letters with Principal.
  - Parent/carer meets with Principal, Support teacher and Class teacher to identify and address barriers to attendance.
  - DET Attendance Enforcement procedure continues if attendance is not adequate.

## **NAPLAN**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

## Find a school

---

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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