

Mount Kilcoy State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

The School with a View to the Future! As our vision suggests, our school is the learning hub of our community. We have a small school environment with caring and supportive staff, students, parents and community members. We believe that learning is a life-long process and occurs best within a supportive, stimulating and challenging environment which develops self-esteem, and recognises students individual needs and abilities. Productive partnerships involving honest communication and constructive feedback between the home, teachers and students, are essential to quality learning outcomes. These values are captured in our school motto 'Learning for Life'. At Mount Kilcoy State School, we are committed to ensuring that individual development occurs through challenging and varied learning experiences, highlighting the core concepts and explicit teaching of literacy and numeracy. Our Curriculum Framework is designed around the Key Learning Areas, ensuring classroom programs are innovative, current and engaging. Our students are confident and responsible risk takers and life-long learners. We prepare our students to become active and informed citizens in a global community.

Principal's Foreword

Introduction

This Annual School Report is a formal report required for systemic accountability and improvement purposes. The report provides information for Education Queensland on the achievement of its declared priorities for that year. The Report is a public document that provides output and outcome information on the achievement of the goals in the school's Annual Improvement Plan. It highlights the school's strengths and also sets out targets for improvement during the following years. To gain maximum benefit from this Annual School Report, it should be read alongside other information, such as school reports for your child and school newsletters.

School Progress towards its goals in 2016

In 2016, Mount Kilcoy State School's Annual Improvement Plan (AIP) clearly articulated three specific areas for improvement: implementing a consistent pedagogical framework, building staff capabilities and establishing meaningful partnerships. The following strategies identified from the school's AIP were implemented in 2016:

Implemented a consistent pedagogical framework by:

- Providing professional development in the 'Art and Science of Teaching' design questions.
- Enacting the MKSS Pedagogical framework based on the 'Art and Science of Teaching'.
- Engaging in coaching, mentoring, observing and giving feedback (related to Design Question 3).

Build staff capability by:

- Implementing a formal induction program for new staff members.
- Improving percentage of permanent staff based at MKSS.
- Engaging with external curriculum experts to access professional development and support to build knowledge of the Australian Curriculum and skills to differentiate the curriculum according to student needs.
- Implementing the updated MKSS Assessment and Reporting Framework. Utilised class data to build data literacies which influenced teaching and learning.

Establishing meaningful partnerships:

- Strengthen relationships with key members of the local community – pre-prep providers, community organisations, government organisations
- Engaged in opportunities to share professional learning and experiences across the cluster
- Provided parent education sessions that were directly related to our school improvement focus – spelling, reading and Positive Parenting Program
- Trialled the use of data books to provide timely and effective feedback on student learning to both students and parents

Mount Kilcoy State School curriculum improvement focus in 2016 was to maintain our high results in reading and improve results in numeracy and attendance. The following strategies were implemented to support this focus:

- Utilised North Coast numeracy testing to inform teaching and learning
- Vertical timetable teaching episodes based on student abilities in the number strand of mathematics using student diagnostic results
- Provided 'Gifted and Talented' programs to support extension e.g. maths and science extension programs, debating, spelling bee and robotics.
- Utilised 'Investing For Schools' funding to implement a variety of support strategies and programs to target individual student needs e.g. Cogmed, Speech language programs, reading support, teacher aides support.
- Implemented the school's Attendance Plan to promote high attendance rates.

Students at Mount Kilcoy State School have been given a vast range of opportunities to be challenged, achieve success and feel valued. For a small school, our students and staff do an outstanding job of representing our community both academically and on the sporting field. Some of our achievements in 2016 include:

- Continued high results in the National Literacy and Numeracy tests with students scoring higher than the nation mean in year 5 reading and numeracy. A continued improvement was evident in the achievement of students in year 3 reading and grammar and punctuation. At or above the mean scale score in 7 out of the 10 areas of NAPLAN tests. 100% of students were at or above national minimum standards in 4 out of the 10 NAPLAN test areas.
- Students received a range of awards from high distinction to credit and participation in the University of New South Wales and Australian Mathematics Competition external testings.
- Senior Champions at the Annual Valley Schools' Spelling Bee.
- Winning several debating matches in the Interschool Debating Competition.
- Second in the Junior Valley Champions in Netball.
- Tied Overall Champions the Valley Champions Rugby League.
- Championship Winners of the District Robotics League competition and invited to Sydney for the National Championship.
- Representation in school sports at District, Regional, State and National Level.
- Improved attendance rate from 92.3% in 2015 to 92.7% in 2016.
- Strong partnerships continued to be forged with both Kilcoy State High School and Kilcoy Primary School. The 'Kilcoy Cluster' worked together to host a variety of events and extension activities to support all students within the Mount Kilcoy and Kilcoy community. This initiative will continue and grow in 2017, with schools combining for a variety of learning opportunities and events.

Future Outlook

Key improvement strategies were outlined as part of the 2015 School Review process. These improvement strategies are:

- *Embed approaches to coaching, mentoring, targeted and formal observations and feedback with a focus on capability development for all staff.*
- *Embed a school-wide approach to the provision of quality feedback to students with appropriate strategies to achieve individualised learning goals.*
- *Review the existing pedagogical framework to ascertain relevance to the schools identified needs and capability.*
- *Articulate expectations relating to the schools approach to explicit instruction and embed this practice across the school with a focus on key areas of literacy and numeracy.*
- *Establish meaningful partnerships with local Early Childhood Education Centres (ECEC).*

These improvement strategies have been crucial components in developing the school's 2016-2019 Strategic Plan and the 2017 Annual Improvement Plan.

As outlined in the Annual Implementation Plan, Mount Kilcoy State School will continue to work towards the high performance of literacy, numeracy and attendance outcomes, targeted intervention for students not achieving school benchmarks and strong community-school relationships. Staff will be continuing to participate in professional development on the new Australian Curriculum and manipulating C2C units of work to suit our context. Teachers will participate in systemic testing and assessment moderation, to ensure students are meeting national standards. Teachers will continue to provide engaging, 'real life' learning experiences, which relate to our students and our community and continue to promote and utilise the benefits of our small, multi-age setting.

In 2017, Mount Kilcoy will continue to utilise 'Investing For Schools' funding to support students' learning, by continuing extension/learning support programs, increasing support time in classrooms and targeted resourcing, particularly in the area of ICT's.

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	111	56	55	8	90%
2015*	116	59	57	5	93%
2016	127	59	68	8	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>).

Mount Kilcoy State School partners with 'Save the Children' foundation to provide a playgroup every Thursday morning for children younger than school age. This program has been highly successful with up to 20 children regularly in attendance.

Characteristics of the Student Body

Overview

Mount Kilcoy's Index of Community Socio-Educational Advantage value is 983. This is slightly below the average of 1000 with a percentile of 39. A large percentage of our students come from farming/property backgrounds, with smaller numbers travelling in from the township of Kilcoy. During 2016, >1% of students enrolled were identified ESL and approximately 7% of students were identified as Indigenous or Torres Strait Islander.

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	21	23	18
Year 4 – Year 7	17	24	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

Mount Kilcoy State School offers a rich curriculum which focuses heavily on numeracy and literacy as central components of all learning areas. The curriculum is delivered in an authentic and meaningful way and promotes skill development through 'real-life' and 'life-like' investigations and experiences. Multi-age classrooms allow for individual, tailored programs and student orientated teaching and learning. We individualise supportive, but challenging learning plans for students to maximise their talent and provide opportunities for them to develop their skills. Mount Kilcoy State School has a strong emphasis on information technologies and these are embedded in the school curriculum plan. Our Curriculum areas are listed below:

- English
- Mathematics
- Science
- Technology
- History
- Geography
- The Arts

The following areas are delivered by specialist teachers:

- Health
- Physical Education
- Music
- LOTE – Japanese
- Library

Mount Kilcoy also offers a variety of individual support and extension programs e.g. Morning Reading Program, CogMed Cognitive Memory Training, Robotics, Science Extension Group, Debating Group, Sporting teams (Netball, Rugby League).

Co-curricular Activities

Mount Kilcoy State School has a strong sense of tradition and community. Each year, students, staff and community play an important role in the Kilcoy Anzac Day Service and the annual Kilcoy Show. Throughout the year, the school proudly participates in a variety of academic, sporting and recreational events and activities. Our school offers the following extra-curricular activities:

School Choir

Small Schools' Sports Day

Gala Day/ ARL/NRL

Interschool Netball and Rugby League competition – Yowie Cup/Valley Champions

Lunchtime Football/Netball coaching

Tennis coaching after school

Leadership Camp

Valley Champions Swimming Carnival

Showcase Days

Science Extension Program

Debating Group

Intraschool and Interschool Spelling Bee

Spellathon

Mathematics Tournament

Robotics

Morning Reading Program

Annual Fancy Dress Ball

In 2017, we have also introduced Friday afternoon extra-curricular activities. Students can choose between a variety of activities e.g. Garden Club, Environmental Club, Robotics, Netball, Board Games, Traditional Games and Catch Up Club.

How Information and Communication Technologies are used to Assist Learning

Information and communication technologies enhance our learning experiences at Mount Kilcoy State School. All classrooms are equipped with interactive digital whiteboards. There is a computer lab in the science room and two pods of computers in the library for student use. Fourteen iPads have also



been purchased and are utilised in classrooms and in small group activities throughout the school. In 2016, a wireless upgrade was completed, providing all classroom with access to wireless internet. The school is investing in wireless laptops and lockable docking stations. We currently have 25 laptops that are used across the upper school to facilitate learning. It's expected that this will expand to 50 by the end of 2018.

All students are taught to save and retrieve information from their own digital portfolios and make use of computer technology to prepare and present information for assessment purposes. Students have frequent access to computers. For younger students, this may involve reading and responding to stories, writing stories, creating digital images, using digital photography, using simple versions of word processing, spread sheets, and PowerPoint presentations, as well as using CDs for literacy and numeracy skill development. Older students are involved with the above, but also use the Internet, web forums, and electronic encyclopaedias for research. Older students may also be involved in robotics and computer programming units. Our staff will continue to integrate ICT into their teaching and to refine their own skills in line with the Professional Development Framework. The students were funded through the P&C to access Mathematics and Accelerated Reader from prep to year 6. These programs consolidate classroom teaching and learning and offer opportunities for extension and support to suit individual needs.

Social Climate

Overview

Mount Kilcoy State School students enjoy a close and supportive community atmosphere where all members are encouraged to become involved in the school and the learning process. This enables a constructive and positive approach and is part of our school direction. Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place. Staff and parents work collectively to ensure that all children can learn and develop within the school environment, without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers' fundamental right to teach without disruptive behaviours hindering his/her success and enjoyment of teaching. We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions by both teaching this explicitly, as well as practising problem solving skills. Positive behaviour is proactively promoted through our RACER (Respect, Actions, Co-operation, Effort and Responsibility) Framework. This framework provides a clear and consistent language for both staff and students. Our continued positive social climate is reflected in our 2016 School Opinion Survey results, with results continuing to be above state averages in parent, student and staff responses. This data is reviewed and provides the school with positive feedback and areas for continued development.

Mount Kilcoy has developed a Responsible Behaviour Plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution, newsletters and community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents, also informed the development process. The Plan was endorsed by the Principal, the President of the P&C and the Executive Director Schools and is reviewed annually.

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)	95%	100%	100%
this is a good school (S2035)	100%	100%	94%
their child likes being at this school* (S2001)	95%	100%	100%
their child feels safe at this school* (S2002)	95%	100%	100%
their child's learning needs are being met at this school* (S2003)	89%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is making good progress at this school* (S2004)	95%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	100%	94%
teachers at this school motivate their child to learn* (S2007)	95%	100%	100%
teachers at this school treat students fairly* (S2008)	95%	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	94%
this school works with them to support their child's learning* (S2010)	89%	100%	94%
this school takes parents' opinions seriously* (S2011)	95%	100%	94%
student behaviour is well managed at this school* (S2012)	89%	100%	94%
this school looks for ways to improve* (S2013)	100%	93%	94%
this school is well maintained* (S2014)	100%	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)	98%	98%	100%
they like being at their school* (S2036)	98%	98%	95%
they feel safe at their school* (S2037)	100%	98%	97%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	95%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	100%	97%
teachers treat students fairly at their school* (S2041)	95%	100%	89%
they can talk to their teachers about their concerns* (S2042)	100%	95%	89%
their school takes students' opinions seriously* (S2043)	88%	95%	89%
student behaviour is well managed at their school* (S2044)	90%	93%	97%
their school looks for ways to improve* (S2045)	95%	100%	100%
their school is well maintained* (S2046)	98%	95%	97%
their school gives them opportunities to do interesting things* (S2047)	100%	98%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

Parents are vital to their child's education. Our school encourages parents and community members to become involved in the daily routines and operations of the school. Parents often volunteer their time to help with activities such as daily reading and group rotations. Parents also have many opportunities to have daily informal conversations with staff, and to follow their child's progress. Our school prides itself on encouraging parents to be involved. Listed below are some of the ways we involve parents in their child's education:

- Beginning of year P&C Welcome Evening BBQ
- Open evening and information sessions
- Parent teacher interviews
- Parent volunteers in the classroom
- End of term positive calls
- Fortnightly newsletters
- Weekly parade
- Parent volunteers awards and morning teas
- Fancy Dress Ball
- Showcase Days/Events
- Sports Events
- Book Fair
- P&C meetings
- Tuckshop
- Stalls

In 2016, the Mount Kilcoy P&C ran a very successful Spring Fair. The event was held in conjunction with the officially opening of our school oval after it had been upgraded in 2015. It was very well supported by both the Mount Kilcoy community but also the wider Kilcoy/Woodford community. The fair was a great way to share the spirit and essence of our school with wider community and also provided a solid revenue of fundraising for the Mount Kilcoy P&C.

Respectful relationships programs

Mount Kilcoy State School has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Some of these programs include:

- Prep – Year 6 Buddy Program
- Teaching Daniel Morcombe health units of work
- Participating in Day for Daniel
- Mount Kilcoy State School Buddy seat (lunch time program)
- SSG (Social Support Group) for identified students
- Leadership Camp
- School Chaplain support
- RACER Framework
- Adopt-a-Cop 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	5	6	15
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

Our school community is very proud of the work achieved by students and staff to ensure we foster magnificent biodiversity within the school grounds. Our hard working school community holds regular working bees to improve and maintain the grounds for our students. Our school grounds boast beautiful mountain views with manicured gardens and lush sloping grassy areas for students to play. Our lush environment also plays host to a variety of Australian flora and fauna. Data is sourced from our school's annual utilities return and is reliant on the accuracy of these returns. Our school relies solely on filtered tank water to use as drinking water and we use bore water with a treatment plant for our toilets. We have a current 'Sustainable Environmental Management Plan' which identifies strategies to reduce our environmental footprint. We had solar panels fitted in an effort to reduce our power usage. Our school actively plants trees and shrubs each year, as part of National Tree Day.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	35,679	0
2014-2015	24,458	
2015-2016	90,519	

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	12	10	0
Full-time Equivalents	8	6	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	
Bachelor degree	8
Diploma	0
Certificate	0

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

*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 \$ 15 352.00

The major professional development initiatives are as follows:

Building teacher capability in the Australian Curriculum
 Catering For Differentiation
 Catering For students with disabilities
 Oneschool
 Finance
 Art of Science of Teaching
 Teaching Reading
 First Aide Training
 Developing beginning teachers and mentoring program
 Behaviour Management
 Non-Violent Crisis Intervention Training

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%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% 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).	94%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	93%

*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%.

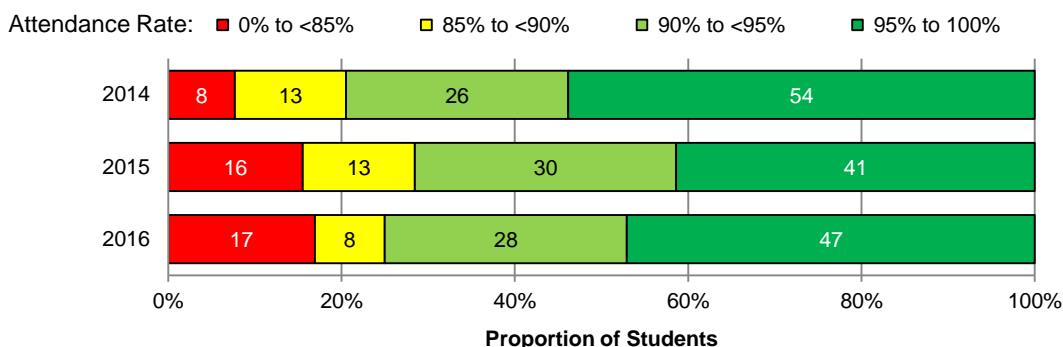
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	93%	93%	95%	95%	94%	95%	95%					
2015	95%	91%	92%	92%	94%	93%	89%						
2016	93%	94%	92%	92%	92%	93%	92%						

*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:



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.

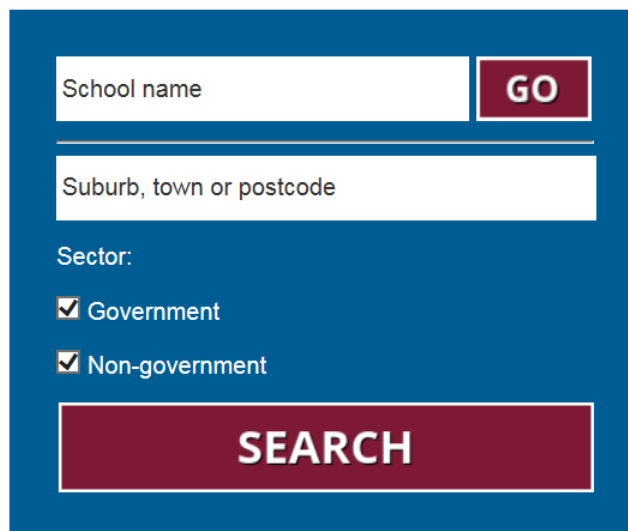
Class teachers mark attendance rolls twice daily through the One School application. Parents/caregivers must provide written or verbal description of student absences to the school office. If this is not provided, a parent will receive an SMS, requiring them to respond with a reason for the absence. All unexplained absences are followed up with a phone call. Attendance rates and targets are reported in the school newsletter and supported by articles informing families about the relationship of student attendance and student achievement. Students whose attendance is below 90% at the end of each term, will receive a letter explaining the importance of regular attendance and our schools expectations. Attendance awards are presented at the end of each term at school parades. School attendance targets are set through both the Annual Implementation Process and Strategic School Review Process.

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.